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ABSTRACT

The National Association of Independent Colleges and Universities conducted a survey to determine the priority of public policy issues at independent two-year colleges. A questionnaire was sent to presidents of 171 accredited institutions, with a 68% response return. Major findings included the following: (1) Basic Grants, College Work-Study Grants, and Supplemental Educational Opportunity Grants were the priority student financial assistance programs with 90% of the colleges receiving funds; (2) the College Library Assistance Program, Undergraduate Equipment Grants, and Basic Institutional Development Grants were regarded as the three priority federally-funded categorical programs; (3) 78% reported needing grants for construction/renovation, 72% for faculty development, and 68% wanted legislation for direct payments and/or loans to institutions to offset Federal compliance costs; and (4) major difficulties reported in Federal compliance were the expense, report time, bureaucratic red tape, building renovation requirements, and the lack of government understanding of higher education institutions. Of the colleges responding, 58% were church-related, 17% single-sex, 61% primarily residential, 65% primarily liberal arts, and 59% had full-time equivalent enrollments under 500. The questionnaire, list of institutions surveyed, and comparative statistics on funding awards are appended. (RT)

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A SURVEY OF PUBLIC POLICY PRIORITIES AT INDEPENDENT TWO-YEAR COLLEGES

September 1977

by

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from the

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FOREWORD

The National Association of Independent Colleges and Universities has been concerned about the lack of information available about the two-year independent colleges which compose about 13 percent of over 1,500 independent institutions. Therefore, at its May 1977 Meeting, the Board of Directors authorized that a study of the public policy needs and priorities be undertaken.

This report is a survey of the public policy priorities of two-year independent colleges and universities. Its purpose is to provide timely information about the independent two-year college and their public policy needs.

The study utilized almost the total universe of accredited, independent two-year colleges in the United States, excluding Puerto Rico. A questionnaire was sent to presidents of 171 two-year colleges and 68 percent responded.

This survey could not have been completed over the summer without the cooperation of the presidents at participating institutions and the Board of Directors of the Council of Independent Junior Colleges. I would also like to acknowledge our indebtedness to Peter Pelham, retiring president of Mount Vernon College, presently serving as Vice President of the International Institute of Education, who agreed to serve on this project, and Virginia Fadil, Director of the Office of Research for their research and interpretation; to Richard M. Witter, the chairman of the National Council of Independent Junior Colleges and Director of Planning and Evaluation of the ACCTion Program, who served as a consultant to the project; and to the support staff at NAICU who assisted in gathering data and typing drafts.

John D. Phillips, President
National Association of Independent
Colleges and Universities

PREFACE

This study is a survey of the public policy priorities of independent two-year colleges. The purpose is to provide a dimension of knowledge and understanding of the independent two-year colleges not only as to their number and diversity, but also in relation to the extent to which they are involved in and affected by existing public policies. Therefore, the National Association of Independent Colleges and Universities conducted a survey of two-year independent institutions to determine their public policy priorities.

The study utilized the universe (as close as could be approximated) of accredited, independent two-year colleges in the United States. This included 171 two-year institutions.

This study could not have been completed without the consultant support of Richard M. Witter, Chairman of the National Council of Independent Junior Colleges, the Board of Directors of this Council, and the presidents of participating institutions who graciously gave their time over the summer months. We also would like to thank Michael Schwartz, a College Work-Study student at NAICU, who assisted in organizing and coding data, verifying information, and designing charts, and to Susan Richardson who assisted in several mailings and the typing of the drafts. However, the full responsibility for the conclusions of this report rests with the authors.

Peter Pelham

Virginia Fadil

A SURVEY OF PUBLIC POLICY PRIORITIES

AT INDEPENDENT TWO-YEAR COLLEGES

The National Association of Independent Colleges and Universities conducted a survey to determine the priority of public policy issues at independent two-year colleges. A questionnaire was sent to presidents of 171 accredited two-year colleges in the United States, excluding Puerto Rico. There was a 68 percent response to the survey with the returns relatively balanced among four regions of the country. The returns were lowest from the fifth region, the western region, where only 7.6 percent of the independent two-year colleges are located.

Highlights of the Two-Year College Survey

Following are the major findings and policy implications of the survey of priority public issues at independent two-year colleges:

Federal Student Financial Assistance Programs

-- Independent two-year colleges regarded Basic Grants, College Work-Study Grants and Supplemental Educational Opportunity Grants as the priority student financial assistance programs with 90 percent of the institutions reporting that they had received funds from these programs within the last two years.

-- Guaranteed Student Loans, the Veteran's Education Benefits Program, and the Social Security Benefits Program were also regarded as very important with more than 80 percent of the institutions reporting funding from these programs within the last two years.

-- Of slightly less importance were the National Direct Student Loans (NDSL) and the State Student Incentive Grants (SSIG) with more than 70 percent of the institutions reporting funding from these programs within the last two years.

-- Of the least importance were the Student Assistance Loans under the Health Profession Act with only 6 percent of the institutions responding that they had a critical need for these programs.

Federally-Funded Categorical Programs

-- Independent two-year colleges regarded the College Library Assistance Program, Undergraduate Equipment Grants and Basic Institutional Development Grants as their three priority federally funded categorical programs.

-- Although 82 percent of the institutions reported receiving funding under the College Library Assistance Program, only 39 percent had

received Undergraduate Equipment Grants and 20 percent reported receiving Basic Institutional Development Grants.

-- Although institutions regarded Community Services and Continuing Education, Advanced Institutional Development Grants, Veteran's Cost of Education, and the Fund for the Improvement of Postsecondary Education as important programs, only a small percentage of institutions reported receiving funds from these programs within the last two years.

-- Of least importance were grants to states for State Educational Information Centers (TRIO) and Service Learning Centers at Higher Education Institutions (TRIO).

Other Federal Categorical Programs

-- Two-year institutions clearly reported a critical need for two unfunded federal categorical programs and for new legislation for other categorical support: 78 percent reported a need for grants for construction and/or renovation of buildings; 72 percent reported a need for faculty development grants; and 68 percent called for legislation which would authorize direct payments and/or loans to higher educational institutions as a partial offset against the costs of federally-mandated programs. These unfunded programs were regarded as a higher priority than most presently funded federal categorical programs.

-- More than half of the respondents reported a critical or important need at their institutions for other unfunded programs: loans for renovation and construction of academic facilities; annual interest grants for construction and/or renovation of academic facilities; grants to develop lifelong learning programs; and community college education, including all public and independent non-profit institutions.

Compliance with Federal Agency Rules and Regulations

-- A majority of schools expressed either moderate, considerable or great difficulty with the following regulations of federal agencies: Affirmative Action to Correct Discrimination Against the Handicapped, HEGIS reporting requirements, and the Occupational Safety and Health Act.

-- A majority of schools found no difficulty complying with most federal regulations, particularly with the Equal Pay Act (78 percent); the Social Security Act (75 percent); and Age Discrimination in Employment (73 percent).

-- The major difficulties reported in order to comply with federal agency rules and regulations were the expense, the time required to fill out federal reports, the "red tape" involved in reporting to federal agencies, the cost of renovating buildings, and the lack of government understanding of institutions of higher education.

Implications for Public Policy

-- The priority programs for independent two-year colleges are the major federal need-based student assistance programs in addition to the Veteran's Education Benefits Program and the Social Security Benefits Program.

-- The priority federal categorical programs are the College Library Assistance Program, Veteran's Cost of Instruction, Manpower Training Programs, Fund for the Improvement of Postsecondary Education, and Developing Institution Grants (Basic and Advanced). There is clearly a large percentage of unmet need among independent institutions for funds from these various programs.

-- Among federal categorical programs which are not presently funded or for which there is no legislation, independent institutions clearly had a priority for various options to allow for the construction and renovation of buildings, for partial aid to help with offsetting costs of federally-mandated social programs, particularly in Affirmative Action to Correct Discrimination Against the Handicapped and the Occupational Health and Safety Act.

INTRODUCTION

Independent two-year colleges were once a thriving sector in higher education. Although many of these colleges suffered an enrollment decline in the early 1970's, since 1974 there are strong indications that there is a resurgence of interest in the independent two-year college. One of the major problems encountered in studying these colleges is that relatively little research and data are available about these colleges, especially in the areas of funding and the impact which public policy has not only on potential institutional revenues, but also on related issues, such as recruitment, retention, curriculum and program development, and compliance with federal agency rules and regulations. For these reasons the Board of Directors of the National Association of Independent Colleges and Universities (NAICU) authorized in May 1977 that a special study of the public policy needs and interests of the two-year colleges be undertaken.

The purpose of this report is to provide a dimension of knowledge and understanding of the independent, two-year colleges not only as to their number and diversity, but also in relation to the extent to which they are involved in and affected by existing public policies which apply to all sectors of higher education nationally.

Clearly the availability of resources and the requirements of existing public policies as they affect the independent two-year colleges must be viewed pragmatically -- if not critically -- in light not only of demands on individual institutions in complying with federal regulations, but also in relation to at least the maintenance -- if not improvement -- of those policies which directly affect all higher education. If indeed there is to be a continuing capability of independent higher education to respond to the education needs of America within our pluralistic system, then it is imperative, as Secretary Califano noted on May 22, 1977 that:

> Perhaps the great contribution of these private institutions, beyond training talent for the nation, has been diversity: the rich variety that colleges like this lend to the American educational landscape. . . .It is this diversity that your national government is pledged to nourish and safeguard.[1]

There are approximately 182 accredited, independent two-year colleges currently in operation in the United States and Puerto Rico. These institutions represent a total of approximately 15 percent of the 1,148

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[1]Commencement address, College of New Rochelle, New Rochelle, NY, May 22, 1977.

accredited independent institutions of higher education.[2] Their combined enrollment are approximately 130,000[3] or approximately 5 percent of all persons enrolled in independent, postsecondary education.

There has been relatively little research conducted on the independent, two-year college in recent years. In fact, the prevalent assumption has been that the independent two-year colleges are believed to be dying out or expanding into four year colleges.[4] The findings from a forthcoming study show that 45 independent two-year colleges have closed since 1970, although 35 of these closings occurred from 1970 to 1974. In this same period, 9 two-year colleges were founded; 38 two-year colleges attained accreditation; 8 lost accreditation; 9 two-year colleges merged with other independent institutions, and 8 merged with public institutions, while approximately 18 two-year colleges have become accredited, baccalaureate-degree granting institutions.[5]

The independent two-year colleges experienced a loss of enrollment from 1968 to 1973 from a peak of 123,156 in 1968 to a low of 96,509 in 1973. In 1974, some change toward an upward trend in enrollment occurred; from 1973 to 1974, degree credit enrollment increased by approximately 3 percent. In 1975, these institutions increased degree-credit enrollment by approximately 25 percent from 99,565 to 113,925 and by approximately 24 percent in 1976 to an estimated 130,000.[6] In a recent survey on anticipated fall 1977 enrollment at independent institutions, the authors reported a 7 percent increase in the number of freshman applications over the spring of 1976, and two-year college admissions officers

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[2]National Center for Education Statistics, Education Directory: Colleges and Universities 1976-77 (Washington, D.C.: G.P.O., 1977) pp. xxx, xxxii. A certain number of these schools are for-profit, and the Directory does not distinguish the for-profit from non-profit schools in its summary accreditation statistics. However, the study which follows is limited to non-profit colleges.

[3]American Council on Education, A Fact Book on Higher Education, 2nd Issue (Washington, D.C.: American Council on Education, 1976), p. 99.

[4]J. Victor Baldridge, David V. Curtis, George Ecker & Gary L. Riley, "Diversity in Higher Education", The Journal of Higher Education, 44 (July/August 1977) 378.

[5]Preliminary data from a forthcoming study by the National Association of Independent Colleges and Universities, "Closings, Openings and Mergers of Independent Colleges and Universities: 1970-76."

[6]American Council on Education, A Fact Book on Higher Education, op. cit., p. 99.

are anticipating a 6 percent increase in projected total headcount enrollment in fall 1977.[7] However, during most of this period the public community college movement was still in its growth period. In 1970, the distribution of degree-credit students in public and independent two-year colleges was 93 percent and 7 percent respectively. In 1973 it was 95 and 5 percent respectively. Since 1973 this distribution of the enrollment between sectors has been maintained.[8]

The independent two-year college sector has had a long tradition in American higher education. Table 1 reveals that over one-third of the independent two-year colleges were founded before 1900, and over 50 percent of these schools were founded before 1960. The mean age of the independent two-year school is 64 years while that of the public community college is 24 years.[9]

Federal Funding

One of the purposes of this study was to ascertain the extent of the participation of independent two-year colleges in federal need-based student assistance and categorical programs. Up to the present time the data available in these areas has been piecemeal.

In October 1976 the Community College Unit of the U.S. Office of Education published a list of "Awards to Community Colleges of Selected Education Programs," including both public and independent two-year colleges. Independent two-year colleges received $19,619,499 or 12.5 percent of the awards in a comparison of funding in selected education programs over a period of years from 1970 to 1976. (See Appendix A: Comparison of Awards to Public and Independent Community Colleges from Selected Federal Education Programs.) This summary lists the number of grants awarded, but does not indicate the number of independent schools who requested grants and did not receive them.

Ten colleges received 13 grants under State Supported Projects, Community Service and Continuing Education in the 1974 and 1975 fiscal years. These grants totaled $129,675 (approximately 2 percent of the total) which was matched by $69,741 from the colleges in comparison to 244 grants given to 177 public community colleges totaling $4,501,738.

In fiscal years 1970-1976, 29 colleges in 16 states received a total of $1,808,333 (approximately 11 percent of the total) for Administration of Cooperative Education under Title IV-D of the Higher Education Act. This compares with 552 grants to 254 public community colleges amounting to $14,700,730. Independent colleges received no funds for training or research programs under this Act.

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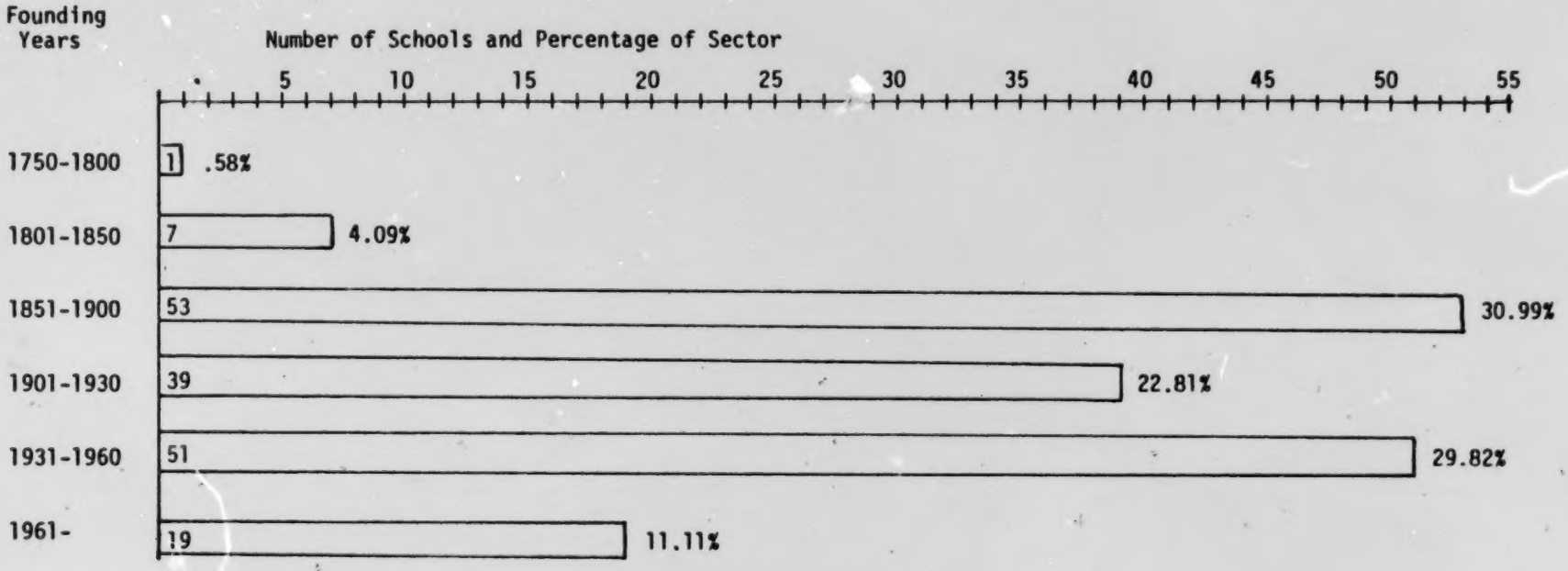
[7]W. John Minter and Virginia Fadil, "Fall 1977 Anticipated Enrollment at Independent Colleges and Universities" (Washington, D.C.: National Association of Independent Colleges and Universities, 1977), pp. 3, 7.

[8]American Council on Education, A Fact Book on Higher Education, op. cit., p. 99.

[9]J. Victor Baldridge et. al., op. cit., p. 380.

TABLE 1

FOUNDING DATES OF INDEPENDENT TWO-YEAR COLLEGES



This same report contained a ten-year summary of two-year institutions funded under Developing Institutions (Basic and Advanced) Title III of the Higher Education Act of 1965. A state-by-state breakdown of the number of institutions receiving federal funds in this program shows that independent institutions received 16 percent of the funds over this period, the largest number of grants given to colleges in the states of Arkansas, Kansas, Kentucky, Minnesota, Mississippi, North Carolina, Oklahoma, Tennessee and Puerto Rico. (See Appendix B: Two-Year Institutions of Higher Education Funded Under Title III, Higher Education Act of 1965 by State 1966-1976.) During this ten-year period 1966-1976, a total of 50 colleges in 28 states (including Puerto Rico) received $22,566,432. $17.2 million or 78 percent was from the Basic Program, and $5.0 million or 22 percent from the Advanced Program. Eight colleges each received $1 million or more. Most of the colleges have received grants under the Basic Program; only 4 have received grants under the Advanced Program.

This report also contained a summary of two-year institutions who have received grants of $1 million or more from 1966-1976 under Title III, Basic and Advanced. Independent institutions received $12,646,195 or 15 percent of the total funds during this period. (See Appendix C: Title III, Basic and Advanced Two-Year Institutions by Dollars Received.) Two independent institutions, Lees Junior College in Kentucky and the Central YMCA Community College in Illinois, were among the top ten institutions by dollars received.

Under the Fund for Improvement of Postsecondary Education six two-year colleges and the National Council of Independent Junior Colleges received a total of $437,245 (approximately 7 percent of total grants to two-year colleges) in fiscal years 1973-1976. The largest grant was $109,868; the smallest, $20,500. This compares to 67 grants to 40 public colleges totaling $5,997,532 (93 percent). Again, there is no indication from this summary how many independent two-year colleges requested funds and were denied under this program.

In a recent survey of 30 independent two-year colleges, all of which were part of the Developing Institutions Basic Program, Richard M. Witter found that for the three-year period, 1974-75 and 1976-77, these colleges received a total of $21.5 million in federal funds. Eighty-five percent (85%) or $18.4 million was received from student assistance programs such as College Work-Study grants (CW-S), Basic Educational Opportunity Grants (BEOG), Supplemental Educational Opportunity Grants (SEOG), National Direct Student Loan (NDSL), and State Student Incentive Grants (SSIG). Indeed, 57% of the colleges received from 90 to 100% of their federal dollars from student aid funds.[10]

The remaining 15% from other federal programs included $1.2 million from the Title III (Developing Institutions Program) and $1.99 million from 19 other federal categorical programs. The two programs most often

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[10]Richard M. Witter, "Federal Funds to Independent Junior Colleges", unpublished paper, 1977.

listed as a source of funds were the College Library Assistance Program (18 colleges) and the Undergraduate Equipment Grants (11 colleges). The remaining categorical programs which were cited by only one or two colleges included Veteran's Cost of Instruction, nursing programs, Manpower Training Program (CETA), Upward Bound, the National Foundation for the Arts, Appalachian Regional Council Administration on Aging, and Vocational Education.[11]

The present survey, therefore, intended to ascertain what federal need-based student assistance programs and what categorical programs were of priority to independent two-year colleges nationally.

Scope and Method

This survey of priority public policy issues was limited to 171 accredited, independent two-year colleges in the United States, excluding Puerto Rico. The Education Directory: Colleges and Universities 1976-77 lists 238 independently controlled institutions. Of these, eight two-year colleges are in Puerto Rico, 40 are organized as profit-making, leaving a possible 190 institutions. The Directory lists 205 of these institutions as accredited by regional accrediting agencies and the New York State Board of Regents, but does not distinguish which of these schools are profit-making.[12] Therefore, the criteria used for the 171 schools included in this national study were: accreditation by a regional accrediting agency, and/or the New York State Board of Regents; or accreditation by the American Association of Bible Colleges, and the Association of Independent Colleges and Schools which are recognized by the Council on Postsecondary Accreditation as nationally recognized accrediting agencies. In addition 11 colleges in transition whose stated mission was to equally emphasize two-year as well as baccalaureate degree programs were included (see Appendix E for a list of these colleges). Several two-year colleges included in the Education Directory were excluded because they were not regionally accredited or candidates for accreditation.

Based upon these calculations, the survey included 171 institutions (see Appendix F for a list of the institutions) which is as close an approximation to the total universe, given the sources available, that could be made.

The survey instrument was designed to elicit the public policy priorities of the two-year independent colleges. The questionnaire was sent to 171 college presidents or their designates. It was divided into five major areas: (1) Federal Student Financial Assistance, (2) Categorical Programs, (3) Other Federal Categorical Programs, (4) Compliance with Federal Agency Rules and Regulations, and (5) Other. Two-year college presidents were asked to identify presently funded programs on a scale

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[11] Ibid.

[12] National Center for Education Statistics, The Education Directory: Colleges and Universities 1976-77, op. cit., pp. xxviii, xxxii.

of 1 to 5: '1' defined as "critical and pressing need" to '5' "no opinion." They were also asked to indicate whether they had received funds from each federal program included in the questionnaire within the last two years. In the section concerning compliance with federal regulations, respondents were asked to respond on a 1 to 5 scale: '1' defined as "great difficulty" to '5' "no opinion." They were also asked to briefly describe the nature of the difficulty they had in complying with various federal regulations. Section V - Other - was a series of questions in which respondents were requested to describe their principal concerns with existing federal and state public policies or to suggest other areas where they thought federal or state funds should be made available to institutions (see Appendix G for a copy of the survey questionnaire). Out of the 171 institutions included in the survey, 116 or 67.8 percent responded. Of the replies received 113 were usable. Table 2 is a summary of the total responses.

The data derived from the survey are in percentage responses on each of the questions. In the analysis of the data, emphasis was given to determining trends in public policy priorities.

TABLE 2

SUMMARY OF TOTAL RESPONSES TO INDEPENDENT TWO-YEAR COLLEGE SURVEY

SUMMARY

	Total Eligible	Replies Usable	Unusable
All Regions	171	113	3

$$\frac{\text{Total Replies}}{\text{Total Eligible}} = 67.8\%$$

$$\frac{\text{Usable Replies}}{\text{Total Eligible}} = 66.1\%$$

97.2% of all replies were usable

INSTITUTIONAL CHARACTERISTICS

The 113 responding institutions were divided into the five NAICU regions. (See Appendix H for the NAICU regions.) Tables 3 through 7 detail the regional responses. The regional responses were highest in the Central and Mid-Atlantic regions with 75.8 and 77.1 percent respectively responding. The response from the Northeastern region was 62.2 percent, and 69.6 percent responded from the Southern region. The lowest response rate, 30.8 percent, came from the Western region; however, only 7.6 percent of the independent two-year colleges are found in this region.

Of the colleges which responded to the question about affiliation (sectarian or non-sectarian), Table 8 shows that 58 percent were church-related and 42 percent were non-sectarian. Table 9 summarizes the responses regarding the student composition at these colleges. Only 17 percent of the schools were single sex, and the majority, 83 percent, were coeducational. Table 10 reveals that 61 percent of the colleges responding were primarily residential, 30 percent were commuter, and 8 percent had an equal number of residents and commuters.

Almost 60 percent of the two-year colleges had FTE enrollments below 500. Table 11 is a summary of the FTE enrollment from responding institutions. However, it is interesting to note that 15 percent had FTE enrollments over 1000.

Table 12 is a summary of the responses to the question regarding institutional mission. Sixty-five percent of the institutions offered primarily liberal arts transfer programs while 29 percent offered primarily career-occupational programs. Of those responding, 6 percent had programs offering equal emphasis between career-occupational and liberal arts transfer programs. This rising trend toward career-occupational programs indicates some change in institutional mission from the College Board data files recently reported by Baldridge, Curtis, Ecker and Riley. In this report the authors classify the two-year independent college as either "church-sponsored institutions serving a church-based clientele or so-called finishing schools."[13] Our findings show that nearly one-third of the sector is moving toward career-occupational programs.

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[13] J. Victor Baldridge, David V. Curtis, George Ecker, and Gary L. Riley, "Diversity in Higher Education", op. cit., pp. 367-388. The authors of this article do not make clear what year of the institutional characteristics data from the College Entrance Examination Board's data files they are using, so it is difficult to compare findings. Our findings also reveal that 42 percent of the responding colleges were non-sectarian.

TABLE 3

NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES

REGION I (32) (18.7%)

	% Responding	Total Eligible	Replies Usable	Replies Unusable
Illinois	83.3%	6	5	0
Indiana	0	1	0	0
Iowa	80.0	5	4	0
Kansas	75.0	4	3	0
Michigan	100.0	4	4	0
Minnesota	75.0	4	3	0
Missouri	100.0	5	5	0
Nebraska	0	1	0	0
North Dakota	--	0	0	0
South Dakota	0	1	0	0
Wisconsin	0	1	0	0
TOTAL	75.8%	32	25	0

TABLE 4

NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES

REGION II (35) (20.5%)

	% Responding	Total Eligible	Replies Usable	Replies Unusable
Delaware	66.7%	3	2	0
District of Columbia	100.0	1	1	0
Maryland	100.0	1	1	0
New Jersey	100.0	4	2	2
North Carolina	80.0	10	8	0
Ohio	66.7	3	2	0
Pennsylvania	50.0	8	4	0
Virginia	100.0	4	4	0
West Virginia	100.0	1	1	0
TOTAL	77.1%	35	25	2

TABLE 5

NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES

REGION III (45) (26.3%)

	% Responding	Total Eligible	Replies Usable	Unusable
Connecticut	40.0%	5	2	0
Maine	100.0	1	1	0
Massachusetts	76.5	17	13	0
New Hampshire	100.0	1	1	0
New York	52.9	17	9	0
Rhode Island	0	1	0	0
Vermont	66.7	3	2	0
TOTAL	62.2%	45	28	0

TABLE 6

NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES

REGION IV (46) (26.9%)

	% Responding	Total Eligible	Replies Usable	Replies Unusable
Alabama	66.7%	3	2	0
Arkansas	100.0	3	3	0
Florida	33.3	3	1	0
Georgia	75.0	8	5	1
Kentucky	85.7	7	6	0
Louisiana	--	0	0	0
Mississippi	66.7	3	2	0
Oklahoma	33.3	3	1	0
Puerto Rico	--	--	--	--
South Carolina	100.0	3	3	0
Tennessee	42.9	7	3	0
Texas	83.3	6	5	0
TOTAL	69.6%	46	31	1

TABLE 7

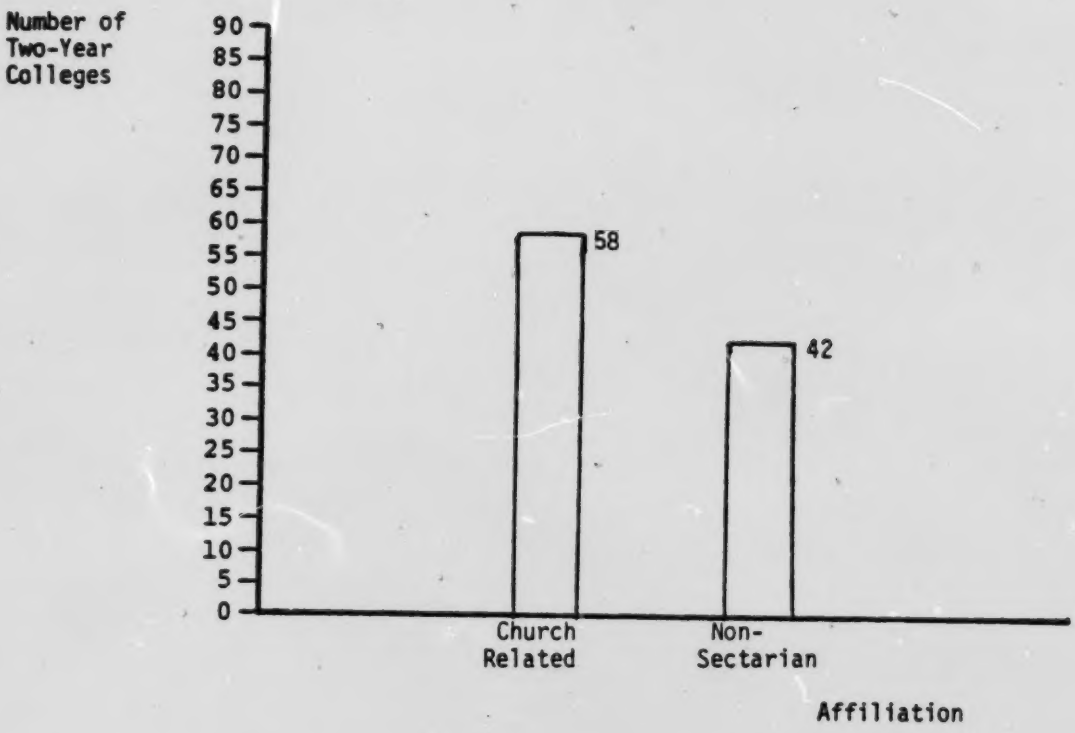
NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES

REGION V (13) (7.6%)

	% Responding	Total Eligible	Replies Usable	Replies Unusable
Alaska	100.0%	1	1	0
Arizona	--	0	0	0
California	12.5	8	1	0
Colorado	--	0	0	0
Hawaii	--	0	0	0
Idaho	0	1	0	0
Montana	--	0	0	0
Nevada	--	0	0	0
New Mexico	--	0	0	0
Oregon	100.0	2	2	0
Utah	0	1	0	0
Washington	--	0	0	0
TOTAL	30.8%	13	4	0

TABLE 8

AFFILIATION OF INDEPENDENT TWO-YEAR COLLEGES



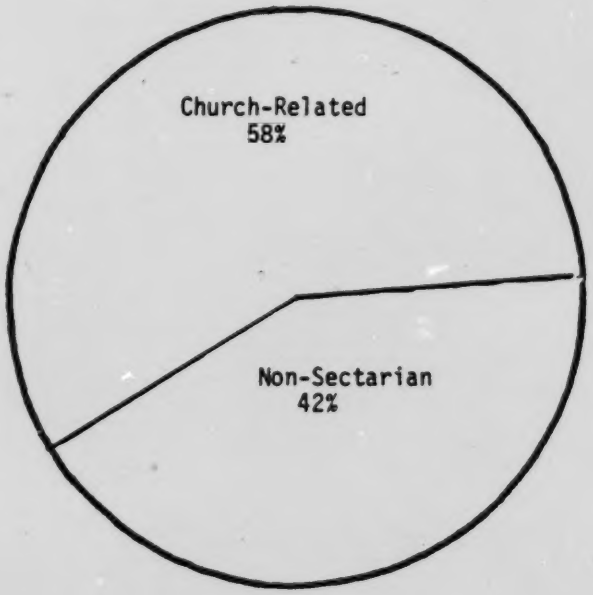
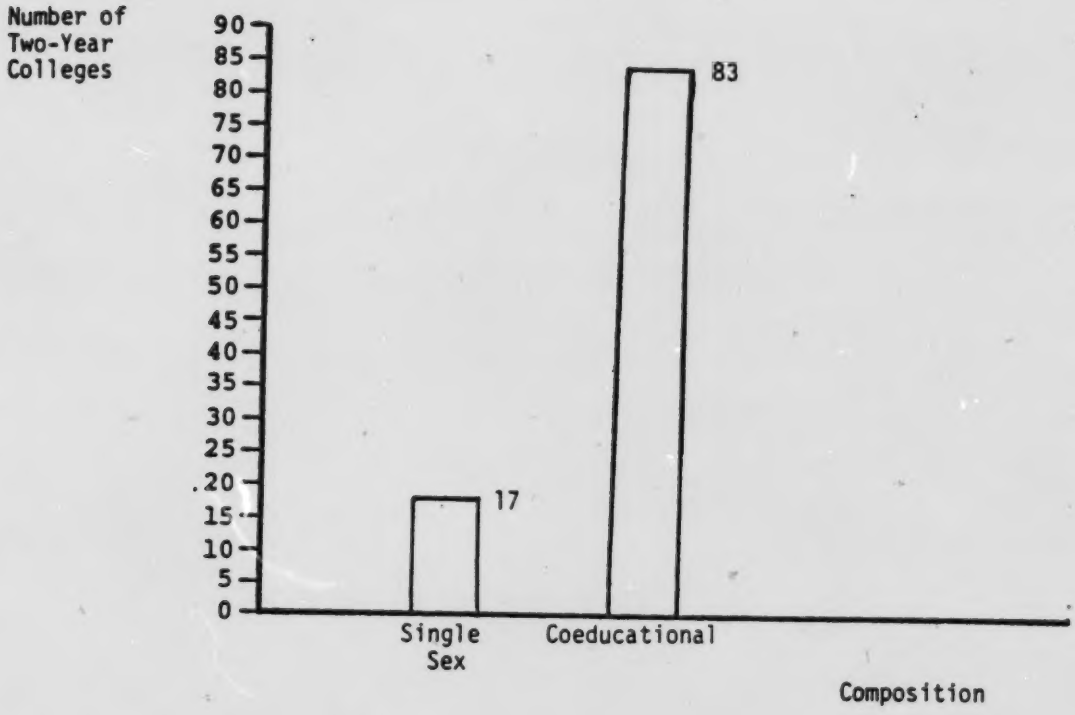


TABLE 9

COMPOSITION OF INDEPENDENT TWO-YEAR COLLEGES



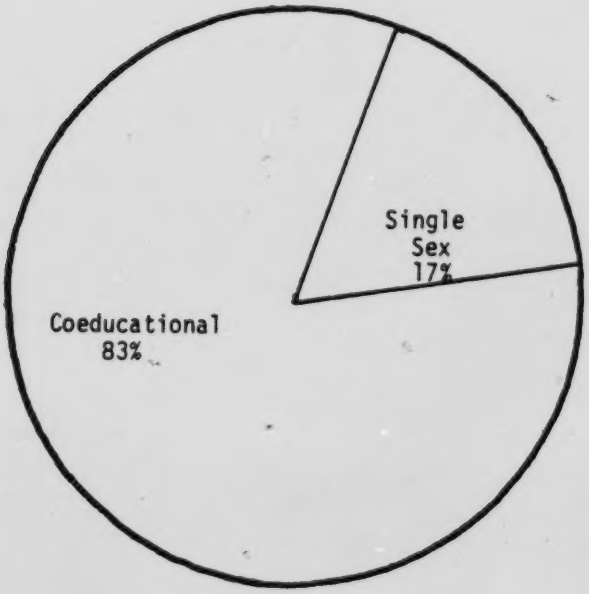
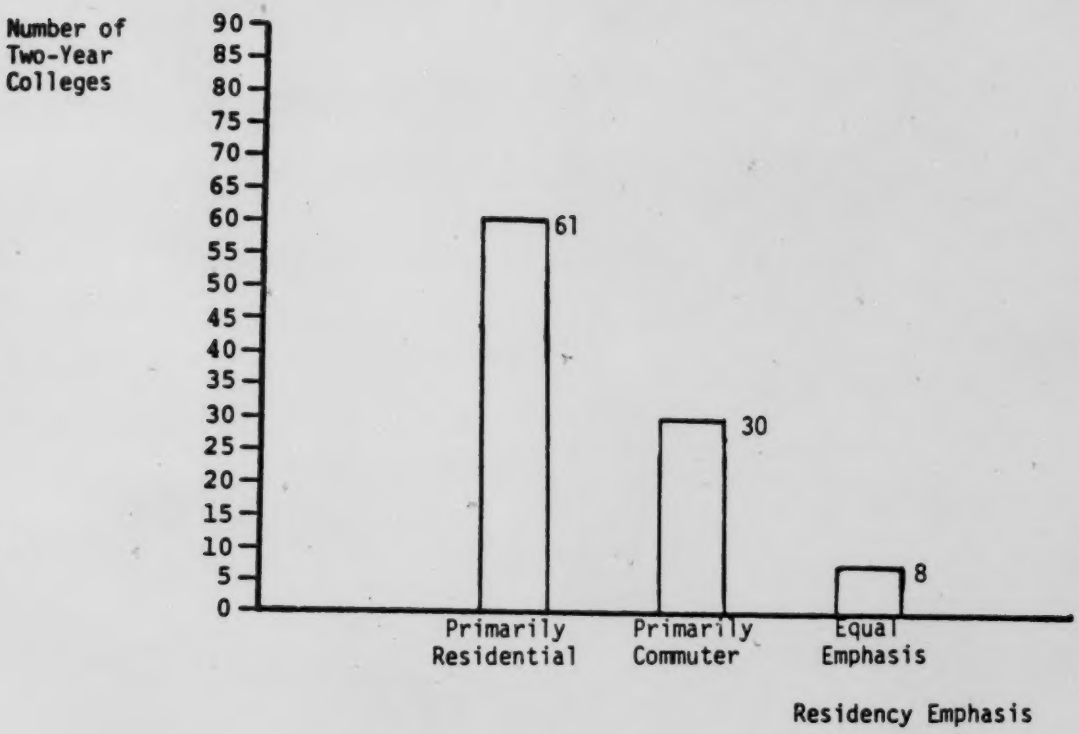
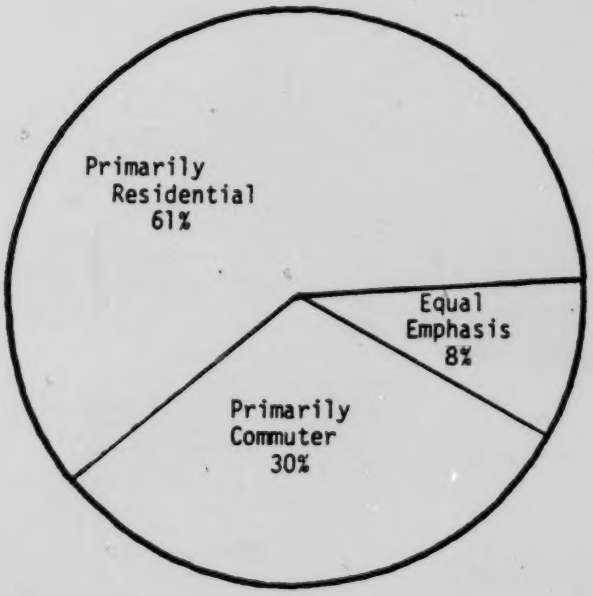


TABLE 10

RESIDENCY EMPHASIS OF TWO-YEAR COLLEGES

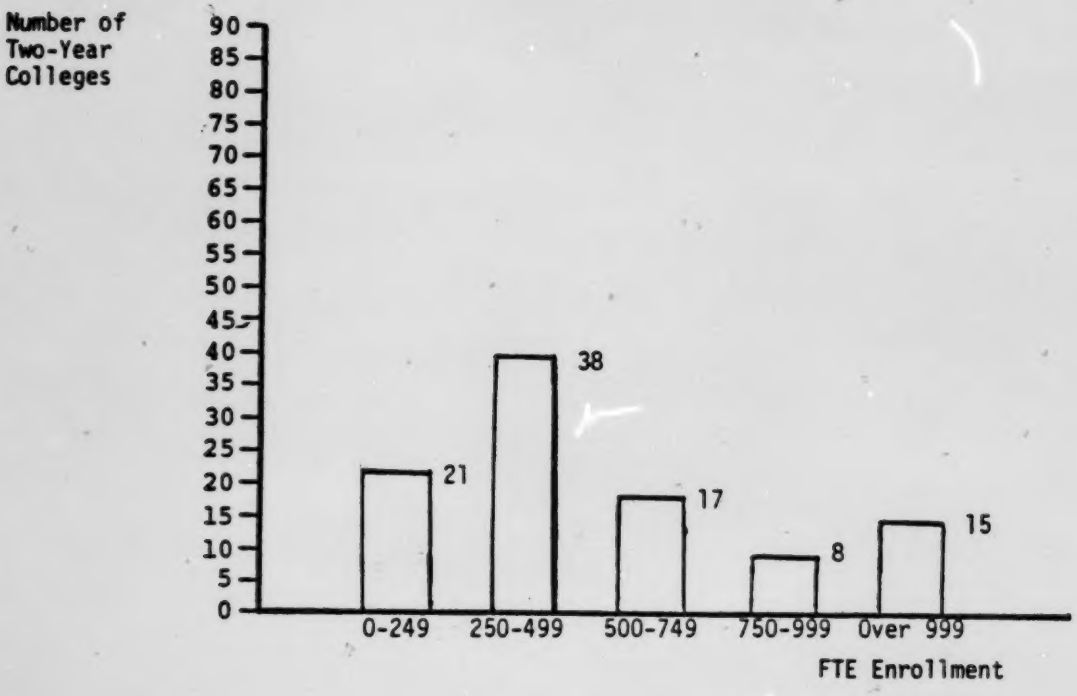


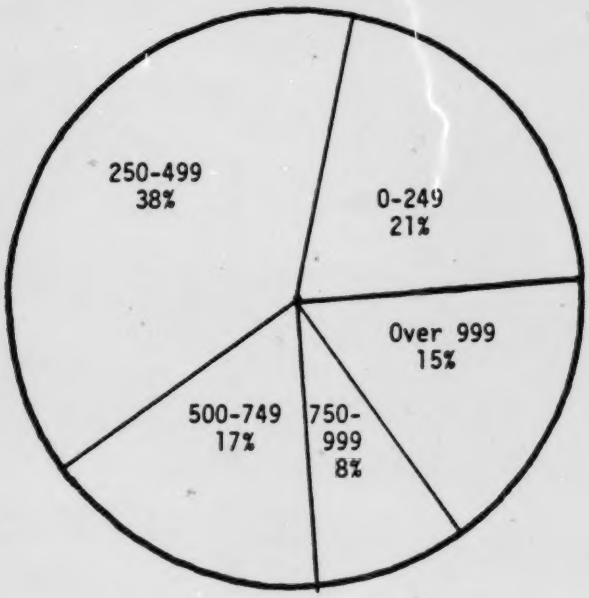


*Figures may not add to 100 due to rounding.

TABLE 11

FTE ENROLLMENT OF TWO-YEAR COLLEGES

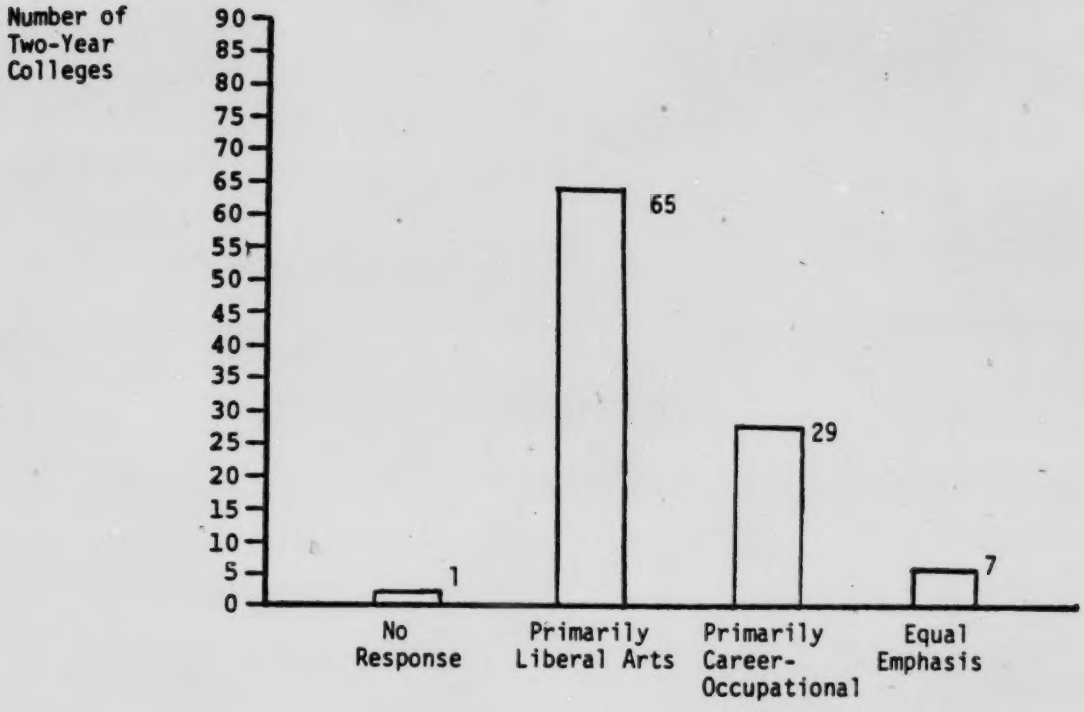


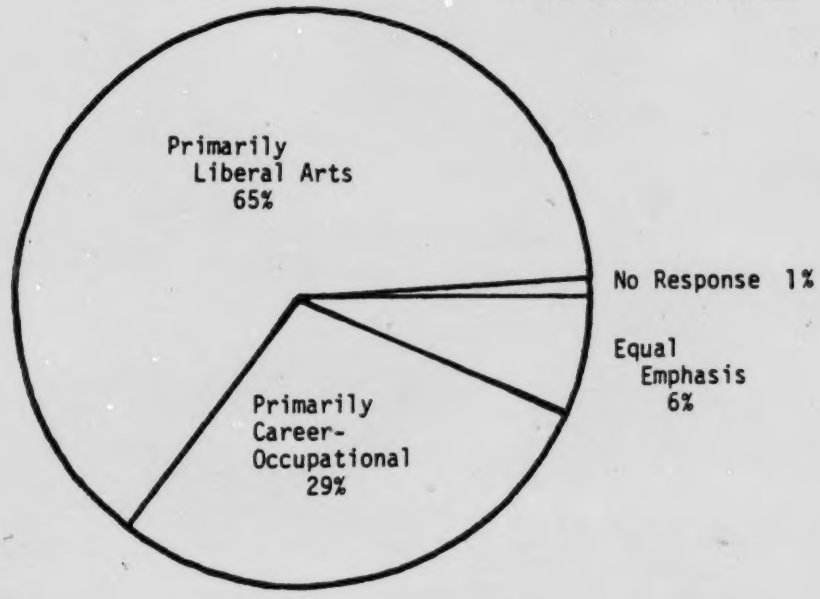


*Figures may not add to 100 due to rounding.

TABLE 12

INSTITUTIONAL MISSION OF TWO-YEAR COLLEGES





FEDERAL STUDENT FINANCIAL ASSISTANCE

The two-year college presidents were asked to respond to the number which most adequately described their institution's current need for particular federal student financial assistance programs ranging from critical and pressing need to no opinion. Institutions were also asked to indicate whether they had received funds from the particular program in question within the last two years. Table 13 is a summary of the priority issues in federal student financial assistance programs.

The two-year colleges found Basic Education Opportunity Grants (BEOG), College Work-Study grants (CW-S) and Supplemental Educational Opportunity Grants (SEOG) among their top priorities in federal student financial assistance programs. This is further borne out in Table 4 which shows that 90 percent of the two-year colleges responding had received funds from these programs in the last two years.

Next in importance were the State Student Incentive Grants (SSIG), the Guaranteed Student Loan (GSL), the National Student Defense Loans (NDSL), the Veteran's Educational Benefits Program and the Social Security Benefits Program. Table 14 shows that more than 80 percent of the institutions responding had received funds within the last two years from the Guaranteed Defense Loan, the Veteran's Educational Benefits Program and the Social Security Benefits Program. A slightly lesser percentage (78%) reported receiving NDSL funds, and 70 percent reported receiving SSIG funds. Of least importance were the Student Assistance Loans under the Health Profession Education Act with only 6 percent of the institutions finding these funds a critical need and only 14 percent responding that they had received funds from this program within the last two years.

About thirteen institutions responded to "other" in this section of the questionnaire. Of these, 11 institutions had a critical and pressing need for various state scholarship grants, and a few expressed some need for state and federal rehabilitation grants. One other school expressed a need for nursing grants under the Health Professions Act. The trend in these responses was the need for more state tuition 'aid' or 'equalization' grants.

TABLE 13

FEDERAL STUDENT FINANCIAL ASSISTANCE PRIORITIES:

PERCENTAGE RESPONSES BY PROGRAM TITLE

Program Title	Critical & Pressing Need	Important Need	Moderate Need	No Need	No Opinion
Basic Education Opportunity Grant (BEOG)	67%	29%	1%	2%	1%
Supplemental Educational Opportunity Grant (SEOG)	51	37	7	1	4
State Student Incentive Grant (SSIG)	40	35	8	2	15
College Work-Study Grants (CW-S)	57	34	6	2	2
National Direct Student Loans (NDSL)	35	33	20	5	8
Guaranteed Student Loan Program (GSL)	30	37	20	5	8
Veterans' Education Benefits	31	33	24	5	6
Social Security Student Benefits Program	16	43	27	3	11
Student Assistance Loans Under Health Profession Education Act	6	14	13	33	35

TABLE 14

FEDERAL STUDENT FINANCIAL ASSISTANCE PRIORITES:

PERCENTAGE RESPONSE OF INSTITUTIONS RECEIVING FUNDS WITHIN THE LAST TWO YEARS BY PROGRAM TITLE

Program Name	Funded Within Last Two Years	Not Funded Within Last Two Years
Basic Education Opportunity Grant (BEOG)	98%	2%
Supplemental Educational Opportunity Grant (SEOG)	90	10
State Student Incentive Grant (SSIG)	70	30
College Work-Study Grants (CW-S)	89	11
National Direct Student Loans (NDSL)	78	22
Guaranteed Student Loan Program (GSL)	82	18
Veterans' Education Benefits	90	10
Social Security Student Benefits Program	85	15
Student Assistance Loans Under Health Profession Education Act	14	86

FEDERALLY-FUNDED CATEGORICAL PROGRAMS

Two-year college presidents were asked to determine their institution's need for federally-funded categorical programs. They were also asked to indicate whether their institution had received funds in these categorical programs within the last two years.

Table 15 illustrates that the three categorical programs which were of high priority to two-year colleges were the College Library Assistance Program, Undergraduate Equipment Grants and Basic Institutional Development Grants. Eighty percent of the institutions responded that they had a pressing or an important need for College Library Assistance Grants. As shown in Table 16, 82 percent of these institutions had received funds from this program within the last two years. Seventy-two percent of the institutions responded that they had a critical or important need for Undergraduate Equipment Grants, and 39 percent responded that they had received funds under this program. Sixty-nine percent expressed a critical or important need for Basic Institutional Development Grants, although only 20 percent reported receiving funds under this program.

Other categorical programs that were considered important or critical were: Community Services and Continuing Education by 48 percent of the respondents; Advanced Institutional Development Grants by 46 percent of the respondents; and Veteran's Cost of Instruction and Fund for the Improvement of Postsecondary Education by 41 percent of the respondents.

Of least importance to the respondents were Service Learning Centers under TRIO and Grants to States for State Information Centers under TRIO.

Table 16 below shows that two-year colleges primarily have received funds under four federal categorical programs: 82 percent of the institutions received College Library Assistance Grants; 45 percent received funds under the Veteran's Cost of Instruction; 39 percent received Undergraduate Equipment Grants; and 32 percent received funds for Manpower Training Programs (CETA).

Of federal programs considered important by two-year colleges, only 15 percent reported receiving funds under Community Services and Continuing Education; only 3 percent had received Advanced Institutional Development Grants; and only 2 percent had received funds from the Fund for the Improvement of Postsecondary Education.

Nine institutions responded to the 'other' category under federal categorical programs. There was no trend among the responses. There were stated needs for funds for dormitory construction and renovation, faculty development grants, grants for the handicapped, grants for career counseling centers, and for nursing capitation grants.

TABLE 15

FEDERALLY-FUNDED CATEGORICAL PROGRAMS:

PERCENTAGE RESPONSE BY PROGRAM TITLE

Program Name	Critical & Pressing Need	Important Need	Moderate Need	No Need	No Opinion
Service Learning Centers at Higher Education Institutions (TRIO)	9%	29%	24%	25%	23%
Grants to States for State Educational Information Centers (TRIO)	6	19	23	26	32
Vocational Education Programs	13	32	19	29	19
Veteran's Cost of Instruction	17	24	28	19	13
Community Services & Continuing Education	16	32	21	14	18
Manpower Training Program (CETA)	12	25	26	20	17
College Library Assistance	43	37	13	3	5
Basic Institutional Development Grants	41	28	7	8	16
Advanced Institutional Development Grants	27	19	8	16	30
Undergraduate Equipment Grants	30	43	13	3	12
Cooperative Education	12	21	20	18	29
Fund for the Improvement of Postsecondary Education	16	25	25	8	25
National Endowment for the Arts	14	22	32	11	21
National Endowment for the Humanities	17	23	30	7	23
Health Profession Education Act (Health Manpower Act)	11	21	11	31	25

TABLE 16

FEDERALLY-FUNDED CATEGORICAL PROGRAMS:

PERCENTAGE RESPONSE OF INSTITUTIONS RECEIVING FUNDS WITHIN THE LAST TWO YEARS BY PROGRAM TITLE

Program Name	Funded Within Last Two Years	Not Funded Within Last Two Years
Service Learning Centers at Higher Education Institutions (TRIO)	11%	89%
Grants to States for State Educational Information Centers (TRIO)	4	96
Vocational Education Programs	10	90
Veteran's Cost of Instruction	45	55
Community Services and Continuing Education	15	85
Manpower Training Programs (CETA)	32	68
College Library Assistance	82	18
Basic Institutional Development Grants	20	80
Advanced Institutional Development Grants	3	97
Undergraduate Equipment Grants	39	61
Cooperative Education	16	84
Fund for the Improvement of Postsecondary Education	2	98
National Endowment for the Arts	10	90
National Endowment for the Humanities	16	84
Health Profession Education Act (Health Manpower Act)	6	94

OTHER FEDERAL CATEGORICAL PROGRAMS

Presidents of two-year colleges were asked to indicate their institution's current need for federal categorical programs which had not yet been funded and for new legislative items.

Table 17 below is a summary of the responses. Institutions clearly expressed a critical or important need for three programs: grants for Construction and/or Renovation of Academic Facilities (78 percent); Faculty Development Grants (72 percent); and legislation which would authorize direct payments and/or loans to Higher Educational Institutions as a partial offset against the costs of federally-mandated programs (68 percent). These response rates were higher than for a majority of federally-funded categorical programs as summarized in "Federally-Funded Categorical Programs" above.

More than half of the respondents expressed a critical or important need for the other categorical programs: Loans for Renovation and/or Construction of Academic Facilities (56 percent); Annual Interest Grants for Construction and/or Renovation of Academic Facilities (55 percent); Grants to Develop Lifelong Learning Programs (55 percent), and Community College Education, including all public and independent non-profit institutions (51 percent).

Six institutions responded to the 'other' category in this section. There was a trend among these responses for further categorical funding: grants for renovation of buildings for the handicapped; grants or loans to renovate student dormitories; and grants to support academic assistance to the handicapped were among the major requests.

TABLE 17

OTHER FEDERAL CATEGORICAL PROGRAMS:

PERCENTAGE RESPONSE BY PROGRAM TITLE

Program Title	Critical & Pressing Need	Important Need	Moderate Need	No Need	No Opinion
Faculty Development Grants (eg, formerly Education Professions Development Act - EDPA	31%	41%	16%	5%	7%
Loans for Renovation and Construction of Academic Facilities	29	27	20	19	6
Grants for Renovation and Construction of Academic Facilities	46	32	14	5	4
Annual Interest Grants for Construction and/or Renovation of Academic Facilities	26	29	21	13	11
Legislation which would authorize direct payments and/or loans to Higher Education Institutions as a partial offset against the costs of federally-mandated programs	26	33	11	8	12
Community College Education, including all public & independent non-profit institutions	35	25	15	14	20
Grants to develop Lifelong Learning Programs	22	33	21	9	15

COMPLIANCE WITH FEDERAL AGENCY RULES AND REGULATIONS

Presidents of independent two-year colleges were asked to assess institutional capability to comply with Federal agencies rules and regulations. They were asked what degree of difficulty their institution had in complying by type of regulation. The list of regulations submitted to the presidents were major ones affecting higher education institutions, although the list was in no way complete. The respondents were also asked to briefly describe the nature of the difficulty involved.

Table 18 below shows that the three programs that many respondents found of great or of considerable difficulty were: Affirmative Action to Correct Discrimination Against the Handicapped under Section 504 of the Rehabilitation Act (39 percent); HEGIS reporting requirements (20 percent); and the G. I. Bill requirements for institutions to monitor student progress within a certified or regular time to complete courses (18 percent).

Many schools expressed "moderate" difficulty with several regulations including HEGIS reporting requirements (38 percent); Affirmative Action to Correct Discrimination Against the Handicapped (28 percent); Family Educational Rights and Privacy Act (28 percent); Equal Employment Opportunity requirements under Title VII of the Civil Rights Act (25 percent); and the Occupational Safety and Health Act (25 percent). However, a majority of schools found "no difficulty" in complying with most federal regulations, particularly with the Equal Pay Act (78 percent); the Social Security Act (75 percent); and Age Discrimination in Employment (73 percent).

Eight institutions replied to the "other" category under compliance with Federal rules and regulations. The trend among their responses was the inconsistency of federal information requirements among various federal programs, and the duplicative investigations by federal agencies.

The major difficulties that respondents reported in complying with Affirmative Action to Correct Discrimination Against the Handicapped under Section 504 of the Rehabilitation Act were building renovation (48 percent) and cost and expense (36 percent). The major difficulties found in complying with HEGIS reporting requirements were that they were time consuming (46 percent), and that there was too much "red tape" (38 percent) involved in the reporting requirements. Government lack of understanding with institutional practices (49 percent) and "red tape" in reporting requirements (23 percent) were cited as the major difficulties involved in complying with the G. I. Bill requirements for the institution to monitor student progress within a certified or regular time to complete courses.

Among those federal agency rules that caused "moderate" difficulty, respondents reported that "red tape" in reporting requirements (33 percent) and the cost in time (27 percent) were the major difficulties encountered in complying with the Family Education and Privacy Act; that expense

(30 percent), cost in time (17 percent) and "red tape" in reporting requirements (17 percent) were the major difficulties encountered in complying with the Equal Employment Opportunity requirements under Title VII of the Civil Rights Act; and that expense (48 percent), "red tape" in reporting requirements (19 percent), arbitrary government action (13 percent) and building renovation (13 percent) were the major difficulties encountered in complying with the Occupational Safety and Health Act.

TABLE 18

COMPLIANCE WITH FEDERAL AGENCY RULES AND REGULATIONS

PERCENTAGE RESPONSE BY PROGRAM TITLE

Regulation	Great Difficulty	Considerable Difficulty	Moderate Difficulty	No Difficulty	No Opinion
Affirmative Action to Correct Discrimination Against the Handicapped under Section 504 of the Rehabilitation Act	20%	19%	28%	23%	1%
Affirmative Action to Correct Past Discrimination in Employment under Executive Order 11246	4	6	19	51	19
Age Discrimination in Employment	1	3	8	73	15
Anti-Sex Discrimination requirements under Title 14 of the Higher Education Act	2	13	16	60	9
Equal Employment Opportunity Requirements under Title VII of the Civil Rights Act	1	3	25	64	8
Equal Pay Act	1	3	8	78	11
Family Educational Rights and Privacy Act (Buckley Amendment)	0	12	28	54	6
HEGIS reporting requirements under the Higher Education Act	5	15	38	37	5
Information requirements to support Tax-Exempt Status under Internal Revenue code (Section 990 Information Surveys)	2	5	20	64	10
Minimum wage requirements under the Federal Wage and Hour Law	4	9	17	68	3
Occupational Safety & Health Act (OSHA)	5	11	26	45	14
Social Security Act (FICA taxes)	5	3	14	75	4

TABLE 18 (continued)

Regulation	Great Difficulty	Considerable Difficulty	Moderate Difficulty	No Difficulty	No Opinion
Unemployment Insurance requirements in the Employment Security Act	4%	11%	20%	58%	7%
Student Consumer Information requirements-institutional participation in all Title IV Federal Student Assistance Programs	3	9	20	49	19
G.I.Bill requirements affecting non-standard degree programs	3	5	10	54	29
G.I.Bill requirements for limitation on veterans on grants in courses	6	6	15	50	22
G.I.Bill requirements for institution to promptly report interruption or termination by veteran of educational program	4	11	23	52	11
G.I.Bill requirement for institutions to monitor student progress within certified or regular time required to complete courses	5	13	23	49	11
Estate and Gift Tax Schedules in the 1976 Amendments to the Internal Revenue Code (Tax Reform Act)	1	1	16	47	35

FEDERAL AND STATE CONCERNS

In the final section of the survey, presidents or their designates were asked to describe their three principal concerns that their institutions had with existing federal or state public policies. They were also asked if they had other institutional needs for which they thought federal or state funds should be made available.

Federal Concerns

A majority of the respondents reported the lack of government understanding about higher education institutions (66 percent) in writing rules and regulations, and the burden of paperwork involved in reporting to federal agencies (63 percent) as among their major concerns that their institutions had with existing public policies -- both legislation and regulations.

One reason for such concern is probably due to the size of these institutions and the lack of staff. As one president stated: "This is a very small institution with very limited staff. Hence, we find it difficult to keep up with all government regulations, reports, etc. We hope the volume and complexity of government involvement can be substantially reduced -- at least for small institutions." Another president found "the increasing numbers of reports and questionnaires that must be filled out by institutions in order to participate in federal and state programs" has become "a problem for the small colleges where there is no research officer, and more than one person has to complete the reports." Another vice president spoke of the difficulty in "dealing with the complexities of seemingly endless federal statutes, regulations, and interpretations -- often vague, confusing, overlapping and contradictory. No sooner did we master a particular law than we were inundated with new ones, which carried pages of interpretations. . .Too many agencies, too many channels, and too many remedies resulted in a Frankenstein of duplicate paperwork and excessive demands on time and manpower, and financial resources. We found we were constantly worrying that we might miss some important new directive which could be catastrophic to the college." Although this same president stated a firm commitment to the "intent of the legislation" and admitted that regulations "were necessary to start the process," he remarked, "the question is how far should the Federal government extend its power."

Since a large number of two-year colleges were founded over a hundred years ago, one of the underlying themes of this section as in the compliance section was the concern about providing "program accessibility and structural changes" of facilities to comply with the handicapped regulations. One institution spoke of Victorian buildings, the problem of limited class space, and the "excessive financial burden." Speaking about his institution's plans for the handicapped, this vice president stated:

> Although the handicapped were included in the Affirmative Action Plan, the steps taken to meet their needs have been superficial and insignificant. We support

> philosophically, the right of access of qualified handicapped individuals to all our educational and employment programs and activities. However, costs to the college to alter physical facilities to provide a barrier free environment to all our educational and employment programs and activities appear to be monumental. The law would require such a large investment that without assistance from the Federal government, our institution would find it prohibitive to make the necessary changes.

In answer to the question about what other institutional needs they had for which federal funds should be available, the common response was the need of institutional support grants under Title III (42 percent). There were various other responses. Some spoke of funds for investment in endowment on a planned basis; funds for the support of compliance; matching federal grants to institutional financial assistance; continued private and federal support for worthwhile programs, not just "new" programs; development programs for part-time faculty, for book and learning centers for adult education, for energy conservation programs; and more student assistance for middle income students.

State Concerns

The most common concern of two-year schools at the state level was the "bias toward state schools" (51 percent). Over a third of the respondents (35 percent) were concerned about the lack of planning and coordination of public and independent schools at the state level. Some reported the lack of master plans; others that the "public sector expansion takes over private initiative." One president stated, however, that "we appreciate the help we have received from the state with the minimum amount of regulation, so that we are free to be what we intend to be and are free to conduct the particular kind of education for what we are instituted."

The most common response from institutions for more state funds was for matching grants from states for institutional financial aid (33 percent) and more assistance for middle income students (23 percent). There were a variety of other responses to this question pertaining to specific state policies and programs, but the trend among the answers was for various kinds of tuition grants or equalization programs to lesson the tuition gap between the public and independent sectors. Some institutions called for more state funds for cooperative education, career counseling programs, and library networks.

IMPLICATIONS FOR PUBLIC POLICY

The results of the survey of public policy priorities at independent two-year colleges clearly demonstrated the interests, needs, and concerns of these institutions in the areas of need-based student assistance, categorical programs, and in compliance with rules and regulations of federal agencies. The following sections are devoted to the policy implications of the findings.

Federal Student Financial Assistance Programs

The findings of the survey clearly demonstrate that two-year colleges receive most of their funds through various need-based student assistance programs. These findings bear out the previous findings of other surveys.

The three priority federal student assistance programs of independent two-year colleges are Basic Grants, College Work-Study grants and Supplemental Opportunity grants. Ninety percent of the institutions reported receiving funds from these programs. They also stipulated that they had a critical or important need to continue these funding of these programs.

Other federal student assistance programs that were also very important to these institutions were State Student Incentive Grants, Guaranteed Student Loans, the Veteran's Education Benefits Program, and the Social Security Benefits Programs. These programs are clearly of importance to these institutions, since more than 80 percent of the institutions have received funding from these programs within the last two years.

The results of this survey clearly show that most of these institutions receive federal funds through the need-based student assistance programs, and as such, these programs need continuing support.

Categorical Programs

With a few exceptions, most of the institutions found the presently funded categorical programs less critical than the federal student financial assistance programs. One of the reasons for this is the much smaller percentage of funds which these institutions receive from those federal categorical programs which they regard as important.

The federal categorical programs where a significant percentage of independent two-year colleges have received funding in the last two years are College Library Assistance (82 percent), Veteran's Cost of Instruction (45 percent), Undergraduate Equipment Grants (39 percent), Manpower Training Programs (CETA) (32 percent), and Basic Institutional Development Grants (20 percent). However, when studying the actual amount of funds, 85 percent of the total amount of funds have come from the Basic Institutional Development Grants. Although 20 percent of the respondents reported

receiving funds from this program, 69 percent expressed a critical or important need for these funds. It is clear that there is a significant percentage of institutions which are in need of such funds.

There are other programs that a majority of institutions found critical and important, but which are not adequately funded to meet their needs. They are: 73 percent of the institutions expressed a need for Undergraduate Equipment Grants, yet only 39 percent reported receiving funds from this program; 46 percent expressed a need for Advanced Institutional Development Programs, yet only 3 percent had received funds; 41 percent found the Fund for the Improvement of Postsecondary Education important, yet only 2 percent of the respondents had received funds within the last two years. It seems that these programs are not funded at levels to meet the needs of these institutions.

Other Federal Categorical Programs

Far more institutions found some unfunded federal categorical programs or suggestions for new legislation far more pressing than many categorical programs presently funded. Seventy-eight percent of the respondents reported a need for grants for construction and/or renovation of buildings.

In light of fiscal restraint for the past several years in addition to the need to meet the requirements of federal laws as well as energy requirements, a majority of schools expressed a critical or important need for several legislative options to aid in the renovation or construction of buildings. It seems clear that there is a pressing need for federal funding in this area. These colleges also expressed a need for Community College Education Grants, grants to Develop Lifelong Learning, and legislation to authorize direct payments or loans to partially offset the costs of federally-mandated programs.

Compliance with Federal Rules and Regulations

For the three federal agency programs in which a majority of schools found some difficulty in complying with federal agency rules and regulations, there is a need to examine the burden of reporting at some institutions, to examine the cost to small institutions of certain federal programs, such as Affirmative Action to Correct Discrimination Against the Handicapped and the Occupational Safety and Health Act. In fact in the above section, 59 percent of the responding institutions responded that they had a critical or important need for legislation which would authorize direct payments and/or loans to Higher Education Institutions as a partial offset against the costs of federally-mandated social programs.

Conclusion

While the accredited, non-profit independent two-year colleges occupy a relatively small percent of the total universe of postsecondary independent education in the United States, they do constitute an important and related segment of all independent higher education and to the public policies which affect all institutions in its sphere.

The implications of this survey, therefore, are ones which in a broader way relate to the well-being of all such institutions and specifically to the diversity which such institutions provide within our pluralistic and democratic system of higher education.

There is generally a need for greater availability of state and federal funds in support primarily of individual student's access to educational choice and opportunity (both in and out of the student's state), for institutional development and physical renovations not only in compliance with pending or existing federal legislation, but also in compliance with the individual institution's need, interest and ability to respond to its own institutional philosophy and objectives, and finally a more intelligent and simplified process of initiating and reporting on federal and state grants in order to provide both the integrity of the funding process and the institution's fiscal accountability.

RECOMMENDATIONS FOR FURTHER STUDY

The results of the survey of public policy priorities at independent two-year colleges suggest that there is a need for further study in the following areas:

1. A study of the paperwork reporting burden, both in cost and staff time, should be conducted at small institutions. In this study a review of reporting forms ought to be made to see if a shorter form might be more appropriate for institutions of certain sizes and/or operating budgets.

2. There is a need to study whether two-year colleges are capable of making the investment in terms of cost and staff to apply for federal categorical grants in light of the small percentage of funds they receive from federal categorical programs.

3. There is a need to explore how federal agencies, such as the National Science Foundation, and the National Endowment for the Arts and Humanities, endeavor to aid and/or recruit small institutions to apply for programs for which they are eligible.

4. Replications of this study of distinct types of independent institutions -- such as single-sex colleges, black colleges, and small liberal arts colleges -- would be useful to distinguish the public policies needs and priorities of these institutions. Such studies may lead to further understanding and appreciation of the diversity of funding patterns of independent higher education.

APPENDIXES

APPENDIX A

COMPARISON OF AWARDS TO PUBLIC AND INDEPENDENT COMMUNITY COLLEGES

FROM SELECTED FEDERAL EDUCATION PROGRAMS

	Public			Independent		
	No. of Grants	No. of Cols.	Dollar Amount	No. of Grants	No. of Cols.	Dollar Amount
ALL PROGRAMS*	1,405	736	$133,553,663	193	81	$19,619,499

Independent institutions have received 12.5 percent of the funds awarded in FY 1976.

	Public			Independent		
Program	No. of Grants	No. of Cols.	Dollar Amount	No. of Grants	No. of Cols.	Dollar Amount
Career Education, Education Amendments of 1974 (P.L. 93-380), Title IV, Section 406	6	5	$ 674,066	0	0	$ 000
Community Education, Community Schools of 1974	3	3	80,835	0	0	000
Consumer's Education, Education Amendments of 1974	4	4	150,778	0	0	000
Special Projects, Community Service and Continuing Education, Title I of the Higher Education Act of 1965	2	1	214,852	0	0	000
Consortium or Cooperative Projects:						
Dyersburg State Community College & University of Tennessee	2	--	131,500	0	0	000
Philadelphia Community College, Gallaudet College, Virginia Dept. of Vocational Rehabilitation, North Carolina School for the Deaf	1	--	118,488	0	0	000
Dearborn CC, Highland Park College, Schoolcraft College, Wayne County Commty. Col., University of Michigan - Wayne State University	1	--	84,890	0	0	000

Program	Public No. of Grants	Public No. of Cols.	Public Dollar Amount	Independent No. of Grants	Independent No. of Cols.	Independent Dollar Amount
Consortium or Cooperative Projects (continued):						
Dallas Commty. Col. District, Univ. of Texas at Arlington, St. John's Univ. (Minn.), Univ. of Iowa, Univ. of Kansas	1	1	$ 84,890	0	0	$ 000
Excludes community college participation in "National Projects" in FY 1976 having a value of $1,157,717.						
State Supported Projects*, Community Service and Continuing Education, Title I, Higher Education Act of 1965	244	177	4,501,738	13	10	129,675
Cooperative Education, Higher Education Act of 1965, Title IV, Part D, as amended.						
Training Programs	3	3	86,761	0	0	000
Research Programs	1	1	18,055	0	0	000
Administration	552	254	14,700,730	78	29	1,808,333
Developing Institutions(Basic) Title II, Higher Education Act of 1965	365	114	58,840,513	80	24	11,603,019
Developing Institutions (Advanced), Title III, Higher Educ. Act. of 1965	35	35	42,211,375	6	4	5,068,625
Education Opportunity Centers Program, Title IV, Education Amendments of 1972, P.L.92-138	6	2	1,517,500	0	0	000
Environmental Education, Enviromental Education Act, P.L. 91-516 (1970), amended by P.L. 93-278 (1974)	2	2	18,798	0	0	000
Ethnic Heritage Studies Program, Title IX of the Elementary and Secondary Education Act of 1965, as amended, P.L. 92-318, P.L. 93-380	5	5	180,000	2	2	36,000

*Does not include matching support from other sources, all of which was at least 50% of the federal awards.

Program	Public			Independent		
	No. of Grants	No. of Cols.	Dollar Amount	No. of Grants	No. of Cols.	Dollar Amount
Fund for Improvement of Post-secondary Education (FIPSE), Education Amendments of 1972, P.L. 92-318	67	40	$ 5,997,532	8	6	$ 437,245
Education of the Handicapped, Educ. of the Handicapped Act, P.L. 91-230						
Regional Education Program, P.L. 93-380, Sec. 616	5	5	977,142	0	0	000
Paraprofessional Training Program	13	13	692,000	0	0	000
Indian Education, Indian Educ. Act, P.L. 92-318	2	2	196,044	2	2	266,980
International Education	9	8	368,747	3	2	99,622
Metric Education, Education Amendments of 1974, P.L. 93-380	5	5	100,799	0	0	000
Right to Read Program, Title VII, P.L. 93-380, amended by P.L. 94-194	16	13	No figure given	0	0	000
Women's Educational Equity Program, Women's Educational Equity Act of 1974, P.L. 93-380, Section 408	2	2	104,751	0	0	000
National Science Foundation	53	42	1,406,700	1	1	170,000

Source: Awards to Community Colleges, Selected Education Programs; Community College Unit, U.S. Office of Education: Washington, D.C., October 1976.

APPENDIX B

TWO-YEAR INSTITUTIONS OF HIGHER EDUCATION FUNDED UNDER TITLE III, HIGHER EDUCATION ACT OF 1965

BY STATE

1966-1976

State	Number of Institutions	Total Funds	% of Funds
United States			
Public	190	$121,831,955	84%
Independent	50	22,563,432	16
Alabama			
Public	13	12,284,736	96
Independent	1	447,500	4
Alaska			
Public	0	0	0
Independent	1	400,000	100
Arizona			
Public	5	5,665,000	93
Independent	1	456,000	7
Arkansas			
Public	1	308,000	33
Independent	2	603,300	67
California			
Public	10	4,212,045	95
Independent	2	219,200	5
Colorado			
Public	2	1,585,000	100
Independent	0	0	0
Connecticut			
Public	2	457,066	100
Independent	0	0	0
Delaware			
Public	1	100,000	92
Independent	1	8,500	8
District of Columbia			
Public	1	1,600,000	97
Independent	1	46,500	3

State	Number of Institutions	Total Funds	% of Funds
Florida			
Public	9	$3,770,028	100%
Independent	0	0	0
Georgia			
Public	7	6,062,931	99
Independent	2	61,290	1
Hawaii			
Public	3	3,348,750	100
Independent	0	0	0
Idaho			
Public	0	0	0
Independent	0	0	0
Illinois			
Public	10	11,090,886	99
Independent	1	165,000	1
Indiana			
Public	1	1,489,119	100
Independent	0	0	0
Iowa			
Public	4	3,055,052	88
Independent	1	419,200	12
Kansas			
Public	2	727,622	46
Independent	2	848,548	54
Kentucky			
Public	2	1,421,925	29
Independent	4	3,527,884	71
Louisiana			
Public	2	2,149,000	100
Independent	0	0	0
Maine			
Public	0	0	0
Independent	0	0	0
Maryland			
Public	7	1,161,262	94
Independent	1	73,334	6
Massachusetts			
Public	3	2,853,143	100
Independent	0	0	0

State	Number of Institutions	Total Funds	% of Funds
Michigan			
Public	8	$7,349,867	90%
Independent	2	804,220	10
Minnesota			
Public	2	380,386	28
Independent	1	978,625	72
Mississippi			
Public	16	8,280,083	81
Independent	1	1,980,000	19
Missouri			
Public	4	2,479,755	98
Independent	2	54,500	2
Montana			
Public	3	446,300	100
Independent	0	0	0
Nebraska			
Public	0	0	0
Independent	1	72,100	100
Nevada			
Public	0	0	0
Independent	0	0	0
New Hampshire			
Public	0	0	0
Independent	0	0	0
New Jersey			
Public	5	5,120,001	100
Independent	0	0	0
New Mexico			
Public	1	555,000	100
Independent	0	0	0
New York			
Public	2	17,000	12
Independent	2	129,635	88
North Carolina			
Public	16	6,498,336	67
Independent	6	3,188,912	33
North Dakota			
Public	4	3,383,140	100
Independent	0	0	0

State	Number of Institutions	Total Funds	% of Funds
Ohio			
Public	1	$ 111,546	100%
Independent	0	0	0
Oklahoma			
Public	4	1,399,200	37
Independent	2	2,362,559	63
Oregon			
Public	1	840,000	60
Independent	1	550,000	40
Pennsylvania			
Public	1	1,200,000	93
Independent	2	90,000	7
Puerto Rico			
Public	0	0	0
Independent	2	1,903,578	100
Rhode Island			
Public	0	0	0
Independent	1	432,659	100
South Carolina			
Public	3	1,032,049	62
Independent	2	625,000	38
South Dakota			
Public	1	900,000	100
Independent	0	0	0
Tennessee			
Public	0	0	0
Independent	4	1,719,388	100
Texas			
Public	13	9,504,986	100
Independent	0	0	0
Utah			
Public	2	927,100	100
Independent	0	0	0
Vermont			
Public	0	0	0
Independent	0	0	0
Virginia			
Public	4	1,568,599	80
Independent	1	396,000	20

States	Number of Institutions	Total Funds	% of Funds
Virgin Islands			
Public	1	$1,244,475	100%
Independent	0	0	0
Washington			
Public	6	3,240,934	100
Independent	0	0	0
West Virginia			
Public	3	1,282,000	100
Independent	0	0	0
Wisconsin			
Public	0	0	0
Independent	0	0	0
Wyoming			
Public	3	629,633	100
Independent	0	0	0
American Samoa			
Public	1	100,000	100
Independent	0	0	0

Source: Awards to Community Colleges, Selected Education Programs; Community College Unit, U.S. Office of Education: Washington, D.C., October 1976.

APPENDIX C

TITLE III, BASIC AND ADVANCED TWO-YEAR INSTITUTIONS RECEIVING OVER $1 MILLION 1966-1976

State	Number of Institutions	Total Funds	% of Funds
United States			
Public	46	$ 70,333,466	85%
Independent	8	12,646,195	15
Alabama			
Public	7	10,659,917	100
Independent	0	0	0
Arizona			
Public	2	3,920,000	100
Independent	0	0	0
California			
Public	2	3,033,000	100
Independent	0	0	0
District of Columbia			
Public	1	1,600,000	100
Independent	0	0	0
Florida			
Public	2	2,284,490	100
Independent	0	0	0
Georgia			
Public	2	3,352,962	100
Independent	0	0	0
Hawaii			
Public	2	3,271,900	100
Independent	0	0	0
Illinois			
Public	3	6,859,782	76
Independent	1	2,219,214	24
Indiana			
Public	1	1,489,119	100
Independent	0	0	0
Iowa			
Public	1	1,584,000	100
Independent	0	0	0

State	Institutions	Total Funds	% of Funds
Kentucky			
Public	0	$ 0	0%
Independent	1	2,280,384	100
Louisiana			
Public	1	1,410,000	100
Independent	0	0	0
Massachusetts			
Public	2	2,615,000	100
Independent	0	0	0
Michigan			
Public	3	5,319,000	100
Independent	0	0	0
Mississippi			
Public	3	3,894,270	66
Independent	1	1,980,000	34
Missouri			
Public	1	1,000,000	100
Independent	0	0	0
New Jersey			
Public	2	3,777,321	100
Independent	0	0	0
North Carolina			
Public	1	1,120,000	50
Independent	1	1,134,000	50
North Dakota			
Public	1	1,331,400	100
Independent	0	0	0
Oklahoma			
Public	0	0	0
Independent	2	2,362,559	100
Pennsylvania			
Public	1	1,200,000	100
Independent	0	0	0
Puerto Rico			
Public	0	0	0
Independent	1	1,553,578	100
Tennessee			
Public	0	0	0
Independent	1	1,116,460	100

State	Institutions	Total Funds	% of Funds
Texas			
Public	4	$5,758,400	100%
Independent	0	0	0
Virginia			
Public	1	1,068,599	100
Independent	0	0	0
Virgin Islands			
Public	1	1,244,475	100
Independent	0	0	0
Washington			
Public	2	2,539,831	100
Independent	0	0	0

Source: Awards to Community Colleges, Selected Education Programs; Community College Unit, U.S. Office of Education: Washington, D.C., October 1976.

APPENDIX D

TOP TEN INSTITUTIONS BY DOLLARS RECEIVED

Institution	State	Total
Malcolm X College	IL	$2,796,482
Mercer County Community College	NJ	2,497,321
Olive-Harvey College	IL	2,290,000
Lees Junior College*	KY	2,280,384
Abraham Baldwin Agr. College	GA	2,259,420
Central YMCA Community College*	IL	2,219,214
Enterprise State Junior College	AL	2,125,000
Cochise College	AR	2,120,000
Texas Southmost College	TX	2,062,000
Wayne County Community College	MI	2,000,000

*Independent Two-Year Institutions

Source: Awards to Community Colleges, Selected Education Programs; Community College Unit, U.S. Office of Education: Washington, D.C., October 1976.

APPENDIX E

COLLEGES IN TRANSITION

The following colleges were included in the sample although they are accredited four-year colleges, for they have expressed an equal emphasis on both two and four year programs.

AR	Central Baptist College
CA	Menlo College
CT	Post College
IL	Kendall College
ME	Westbrook College
NJ	Centenary College
RI	Johnson & Wales College
VA	Bluefield College
VA	Ferrum College
VA	Marymount College of Virginia
TN	Steed College

APPENDIX F

TWO-YEAR COLLEGE SAMPLE

JULY 1977

Alabama	Founding Date
E.R. Brannan, President Alabama Christian College Montgomery, AL 36109 (205) 272-5820	1942
Gen. Thomas H. Barfield, President Marion Military Institute Marion, AL 36756 (205) 683-2871	1842
David Rowland, President Walker College Jasper, AL 35501 (205) 384-5263	1938
Alaska	
Dr. Merton D. Munn, President Sheldon Jackson College Sitka, AK 99835 (907) 747-5252	1878
Arkansas	
Wassell L. Burgess, President Central Baptist College Conway, AR 72032 (501) 329-6872	1950
Oley L. Griffin, President Shorter College North Little Rock, AR 72114 (501) 374-6305	1886
D. Jack Nicholas, President Southern Baptist College Walnut Ridge, AR 72476 (501) 886-6741	1941
California	
Marcial Gonzalez, Director Colegia de la Tierra P.O. Box 516 Goshen, CA 93227 (209) 732-5941	1971
Edwin M. Cronk, President Deep Springs College (Via Dyer, Nev.), CA 89010 (714) Deep Springs 2	1917
John J. Malloy, President Don Boscoe Technical Institute Rosemead, CA 91770 (213) 280-0451	1955
John R. Humphreys, President Humphreys College Stockton, CA 95207 (209) 478-0800	1896
Thomas D. Wood, President Marymount College of Palos Verdes Palos Verdes Pen., CA 90274 (213) 377-5501	1967
Richard F. O'Brien, President Menlo College Atherton, CA 94025 (415) 323-6141	1927
Herman F. Miller, President Miller Community College Los Angeles, CA 90006 (213) 383-7465	1968
Donald R. Smothers, President Nairobi College 635 Donohoe Avenue East Palo Alto, CA 94303 (415) 323-8501	1969
Connecticut	
Joan B. Davis, President Hartford College for Women Hartford, CT 06105 (203) 236-1215	1939

Edward McGinnis, Director
University of Bridgeport 1927
Junior College Division
Bridgeport, CT 06602
(203) 576-4000

Robert C. Weller, President
Mitchell College 1938
New London, CT 06320
(203) 443-2811

Dr. Harold Harlow, President
Post College 1890
Waterbury, CT 06708
(203) 755-0121

Rev. John J. Kiely, President
St. Thomas Seminary 1897
Bloomfield, CT 06002
(203) 242-5573

Delaware

William Polishook, Acting President
Brandywine College 1965
Wilmington, DE 19803
(302) 478-3000

Paul R. Brown, President
Goldey Beacom College 1886
Wilmington, DE 19899
(302) 658-3524

C. Jervis Cook, President
Wesley College 1873
Dover, DE 19901
(302) 674-4000

District of Columbia

Sr. Marian Brady, President
Immaculata College of Washington 1905
Washington, D.C. 20016
(202) 966-0040

Florida

James R. Cope, President
Florida College 1944
Temple Terrace, FL 33617
(813) 988-5131

Msgr. John J. Nevins, President
St. John Vianny Minor Seminary 1959
2900 S.W. 87th Avenue
Miami, FL 33165
(305) 223-4561

William B. Logan, President
Webber College 1927
Babson Park, FL 33827
(813) 638-1439

Georgia

Walter Murphy, President
Andrew College 1854
Cuthbert, GA 31740
(912) 732-2171

J. Theodore Phillips, President
Brewton-Parker College 1904
Mount Vernon, GA 30455
(404) 583-2241

C.Y. Melton, President
Emmanuel College 1919
Franklin Springs, GA 30639
(404) 245-7226

Major Gen. Eugene A. Salet, President
Georgia Military College 1930
Milledgville, GA 31061
(912) 452-5479

J. William Moncrief, Dean
Oxford College of Emory University 1836
Oxford, GA 30267
(404) 786-7051

Allen O. Jernigan, President
Reinhardt College 1883
Waleska, GA 30183
(404) 479-1454

Ronald E. Weitman, President
Truett McConnell College 1946
Cleveland, GA 30528
(404) 865-2134

Ray Farley, President
Young Harris College 1886
Young Harris, GA 30582
(404) 379-2161

Idaho

Henry B. Eyring, President
Ricks College 1888
Rexburg, ID 83440
(208) 356-2011

Illinois

Donald A. Canar, President
Administration Headquarters
Central YMCA Community College 1960
29 W. Randolph Street
Chicago, IL 60601
(312) 222-8210

Sr. Mary Bonita, President
Felician College 1926
Chicago, IL 60659
(312) 539-1919

Andrew N. Cothran, President
Kendall College 1934
Evanston, IL 60204
(312) 869-5240

Richard J. Stoltz, President
Lincoln College 1865
Lincoln, IL 62656
(217) 732-3155

Gordon C. Borchardt, President
MacCormac Junior College 1904
Chicago, IL 60604
(312) 922-1884

Sr. Mary Ann Luth, OSU, President
Springfield College in Illinois 1929
Springfield, IL 62702
(217) 525-1420

Indiana

Sr. Joel Lampen, President
Ancilla Domini College 1937
Donaldson, IN 46513
(219) 936-9936

Iowa

Dr. Dan Johnson, President
Mount St. Clare College 1895
Clinton, IA 52732
(319) 242-4023

Jerry G. Solloway, President
Ottumwa Heights College 1925
Ottumwa Heights, IA 52501
(515) 682-4551

Dr. Joseph McCaffrey, President
Palmer Junior College 1965
Davenport, IA 52803
(319) 324-0835

A.D. Hudek, Vice President
Sioux Empire College 1965
Hawarden, IA 51023
(712) 552-2065

Paul D. Mork, President
Waldorf College 1903
Forest City, IA 50436
(515) 582-2450

Kansas

Bruce L. Kline, President
Central College 1884
McPherson, KS 67460
(316) 241-1723

Rev. Raymond J. Davern, President
Donnelly College 1949
Kansas City, KS 66102
(913) 620-6070

Laban Peachey, President
Hesston College 1909
Hesston, KS 67062
(316) 327-4221

Michael J. Stelmachowicz, President
St. John's College 1893
Winfield, KS 67156
(316) 221-4000

Kentucky

Dr. Jerry Davis, President
Alice Lloyd College 1921
Pippa Passes, KY 41844
(606) 368-2111

Troy R. Eslinger, President
Lees Junior College 1891
Jackson, KY 41339
(606) 666-7521

L.R. McDonald, President
Lindsey Wilson College 1923
Columbia, KY 42728
(502) 384-3807

Albert N. Cox, President
Midway College 1847
Midway, KY 40347
(606) 846-4421

Victor N. Broaddus, President
Southeastern Christian College 1949
Winchester, KY 40391
(606) 744-6212

Sr. Catherine Mahady, President
St. Catharine College 1931
St. Catherine, KY 40061
(606) 336-3946

Earl F. Hays, President
Sue Bennett College 1897
London, KY 40741
(606) 864-2238

Maine

James F. Dickinson, President
Westbrook College 1831
Portland, ME 04103
(207) 797-7261

Maryland

Sr. Mary Stephen, President
Villa Julie College 1947
Baltimore, MD 21153
(301) 486-7348

Massachusetts

Sr. Mary Louise Morgan, President
Aquinas Junior College 1956
Milton, MA 02186
(617) 698-7511

Randle Elliott, President
Bay Path Junior College 1897
Longmeadow, MA 01106
(413) 567-0621

Lloyd Van Buskirk, President
Becker Junior College 1887
Worcester, MA 01609
(617) 791-9241

Matthew J. Malloy, President
Chamberlayne Junior College 1892
Boston, MA 02116
(617) 536-4500

Richard E. Crockford, President
Dean Junior College 1865
Franklin, MA 02038
(617) 528-9100

Eleanor Tupper, President
Endicott College 1939
Beverly, MA 01915
(617) 927-0585

Scott A. Fisher, President
Fisher Junior College 1903
Boston, MA 02116
(617) 262-3240

Michael C. Mazzola, Director
Franklin Institute of Boston 1908
Boston, MA 02116
(617) 423-4630

S. Leonard Singer, President
Grahm Junior College 1950
Boston, MA 02115
(617) 536-2050

Sr. Margaret John Kelley, President
Laboure Junior College 1971
Boston, MA 02124
(617) 296-8300

Arthur M. Griffin, President
Lasell Junior College 1851
Newton, MA 02166
(617) 243-2000

Roy F. Carlson, President
Mount Ida Junior College 1899
Newton Center, MA 02159
(617) 969-7000

Edward J. Tassinari, President
Newbury Junior College 1962
Boston, MA 02115
(617) 262-9350

Dr. Victor F. Scalise Jr., President
New England Institute of Anatomy and Science 1907
Boston, MA 02115
(617) 536-6970

Mrs. Rosemary Ashby, President
Pine Manor Junior College 1911
Chestnut Hill, MA 02167
(617) 731-7000

Edward T. Kirkpatrick, President
Wentworth Institute 1904
Boston, MA 02115
(617) 442-9010

Ross Dixon, President
Worcester Junior College 1905
Worcester, MA 01608
(617) 755-4314

Michigan

Robert W. Sneden, President
Davenport College of Business 1866
Grand Rapids, MI 49502
(616) 451-3511

Don E. Gardner, President
Michigan Christian Junior College 1959
Rochester, MI 48063
(313) 651-5800

Robert D. Jewell, President
Muskegon Business College 1885
145 Maple Avenue
Muskegon, MI 49442
(616) 726-4904

Ralph J. Jalkanen, President
Suomi College 1896
Hancock, MI 49930
(906) 482-5300

Minnesota

Raymond M. Branstad, President
Bethany Lutheran College 1911
Mankato, MN 56001
(507) 388-2977

Rev. Daniel R. Davidson, Chancellor
Crosier Seminary 1922
Onamia, MN 56359
(612) 532-3103

Brent C. Opsal, President
Golden Valley Lutheran College 1967
Minneapolis, MN 55422
(612) 545-0461

Sr. Anne Joachim Moore, President
St. Mary's Junior College 1964
Minneapolis, MN 55406
(612) 332-5521

Mississippi

W.L. Compere, President
Clarke College 1908
Newton, MS 39345
(601) 683-2061

Joseph A. Gore, President
Mary Holmes College 1892
West Point, MS 39773
(601) 494-6820

Felix Sutphin, President
Wood Junior College 1886
Mathiston, MS 39752
(601) 263-9321

Missouri

Evelyn L. Milam, President
Cottey College 1884
Nevada, MO 64772
(417) 667-2575

Maj. Gen. William H. Blakefield
Superintendent
Kemper Military School and College 1923
Boonville, MO 65233
(816) 882-5623

Sr. Rose Agnes Beckerle, President
St. Mary's College of O'Fallon 1921
O'Fallon, MO 63366
(314) 272-3450

Walter L. Rosin, President
St. Paul's College 1883
Concordia, MO 64020
(816) 463-2238

Col. J.M. Sellers Jr., Superintendent
Wentworth Military Academy 1880
Lexington, MO 64067
(816) 259-2221

Nebraska

Dale R. Larsen, President
York College 1956
York, NE 68467
(402) 362-4441

New Hampshire

Dr. Faith Preston, President
White Pines College 1965
Chester, NH 03036
(603) 887-4401

New Jersey

Sr. Cecile Lechner, President
Assumption College For Sisters 1953
Mendham, NJ 07945
(201)543-4672

Charles H. Dick, President
Centenary College 1867
Hackettstown, NJ 07840
(201) 852-1400

Raymond C. Lewin, Dean
Edward Williams College of 19?4
Dickinson University
Hackensack, NJ 07601
(201) 836-6300

Saul Orkin, President
Union College 1933
Cranford, NJ 07016
(201) 276-2600

New York

Walter M. Hartung, President
Academy of Aeronautics 1932
New York, NY 11371
(212) 429-6600

George C. Cuttingham, Director
American Academy of Dramatic Arts 1884
New York, NY 10016
(212) 686-9244

J.W. Nystrom, President
Bennett College 1891
Millbrook, NY 12545
(914) 677-3441

Stephen M. Schneeweiss, President
Cazenovia College 1824
Cazenovia, NY 13035
(315) 655-3466

Audrey C. Cohen, President
College For Human Services 1964
New York, NY 10014
(212) 989-2002

Henry O. Barbour, President
Culinary Institute of America 1946
P.O. Box 53
Hyde Park, NY 12538
(914) 452-9600

Sr. Mary Ellen Brosnan, S.C.
President
Elizabeth Seton College 1960
Yonkers, NY 10701
(914) 969-4000

Sr. M. Carmel Therese Favazzo
President
Harriman College 1956
Harriman, NY 10926
(914) 782-8136

Sr. M. Edmunette Paczesny
President
Hilbert College 1957
Hamburg, NY 14075
(716) 649-7900

Mattie Cook, Admin. Director
Malcolm King, Harlen College Div. 1968
103 East 125th Street, #1102
Harlem, NY 10035
(212) 427-3330

Sr. M. Berchmans Mahoney, President
Maria College of Albany 1958
Albany, NY 12208
(518) 438-3111

Sr. Mary Rosalie Brady, President
Maria Regina College 1961
Syracuse, NY 13208
(315) 474-4891

Sr. M. Patricia Burke, President
Mater Dei College 1960
Ogdensburg, NY 13669
(315) 393-5930

Thomas N. Stainback, President
Paul Smith's College 1937
Paul Smiths, NY 12970
(518) 327-6211

Christopher R. Reaske, Dean
Russell Sage Jr. College of Albany 1957
140 New Scotland Avenue
Albany, NY 12208
(518) 445-1729

Sr. Mary Carmina Coppola, President
Trocaire College 1958
Buffalo, NY 14220
(716) 826-1200

Sr. Mary Pachomia Lenda, President
Villa Maria College of Buffalo 1960
Buffalo, NY 14225
(716) 896-0700

North Carolina

Jacob C. Martinson, President
Brevard College 1853
Brevard, NC 28712
(704) 883-8292

Bruce E. Whitaker, President
Chowan College 1848
Murfreesboro, NC 27855
(919) 398-4101

James W. Hill, President
Durham College 1947
Durham, NC 27707
(919) 683-2561

H.C. Evans, Jr., President
Lees-McRae College 1900
Banner Elk, NC 28604
(704) 898-5455

J. Allen Norris, President
Louisburg College 1787
Louisburg, NC 27549
(919) 496-4101

Silas M. Vaughn, President
Montreat-Anderson College 1916
Montreat, NC 28757
(704) 669-8425

W. Burkette Raper, President
Mount Olive College 1951
Mount Olive, NC 28365
(919) 658-2502

S. David Frazier, President
Peace College 1857
Raleigh, NC 27604
(919) 832-2881

John T. Rice, President
St. Mary's College 1842
Raleigh, NC 27611
(919) 828-2521

Thomas E. Corts, President
Wingate College 1896
Wingate, NC 28174
(704) 233-4121

Ohio

Dr. Kjell Meling, Admin. Head
Chatfield College 1972
Saint Martin, OH 45170
(513) 875-5511

Winton H. Beaven, Dean
Kettering College of Medical Arts 1967
Kettering, OH 45429
(513) 298-0144

Sr. Mary Rosaria Petra, President
Lourdes College 1958
Sylvania, OH 43560
(419) 882-2016

Oklahoma

Charles D. Holleyman, President
Bacone College 1880
Muskegee, OK 74401
(918) 683-4581

Scott Muse, President
Southwestern College 1946
Oklahoma City, OK 73127
(405) 947-2331

Fr. Michael Roethler, President
St. Gregory's College 1875
Shawnee, OK 74801
(405) 273-9870

Oregon

E.P. Weber, President
Concordia College 1905
Portland, OR 97211
(503) 284-1148

C. Neal Davis, President
Judson Baptist College 1956
Portland, OR 97220
(503) 252-5563

Pennsylvania

Michael A. Duzy, President
Harcum Junior College 1915
Bryn Mawr, PA 19010
(215) 525-4100

John B. Hibbard, President
Keystone Junior College 1868
La Plume, PA 18440
(717) 945-5141

Stephen J. Budash, President
Lackawanna Junior College 1894
Scranton, PA 18503
(717) 342-7679

Sr. Miriam Claire, OSBM, President
Manor Junior College 1947
Jenkintown, PA 19046
(215) 885-2360

Dr. James P. Gallagher, President
Mount Aloysius Junior College 1939
Cresson, PA 16630
(814) 886-4131

Elza Huffard, President
Northeastern Christian Jr. College 1956
Villanova, PA 19085
(215) 525-6780

Thomas May Peirce, III, President
Peirce Junior College 1865
Philadelphia, PA 19102
(215) 545-6400

Lt. General Willard Pearson, Supt.
Valley Forge Military Jr. College 1938
Wayne, PA 19087
(215) 688-1802

Rhode Island

Morris J. Gaebe, President
Johnson & Wales College 1914
Providence, RI 02828
(401) 456-1000

South Carolina

Cordell Maddox, President
Anderson College 1911
Anderson, SC 29621
(803) 226-6181

George Silver, President
North Greenville College 1892
Tigerville, SC 29688
(803) 895-1410

George Fields, President
Spartanburg Methodist College 1911
Spartanburg, SC 29301
(803) 576-3911

South Dakota

Sr. Francis Mary Dunn, President
Presentation College 1951
Aberdeen, SD 57401
(605) 225-0420

Tennessee

Sr. Henry Suso Fletcher
President
Aquinas Junior College 1961
Nashville, TN 37205
(615) 297-7545

Ernest L. Stockton, President
Cumberland College of Tennessee 1842
Lebanon, TN 37087
(615) 444-2562

Horace N. Barker, President
Hiawassee College 1849
Madisonville, TN 37354
(615) 442-2091

John A. Gupton, President
John A. Gupton College 1946
2507 West End Avenue
Nashville, TN 37203
(615) 291-6891

Rev. Bill M. Starnes, President
Martin College 1870
Pulaski, TN 38478
(615) 363-7456

Raymond E. White, President
Morristown College 1881
Morristown, TN 37814
(615) 586-5262

Howard S. Steed, President
Steed College 1940
Johnson City, TN 37601
(615) 928-7332

Texas

Ray Martens, President
Concordia Lutheran College 1926
Austin, TX 78705
(512) 452-7661

Curtis Carroll, President
Jacksonville College 1899
Jacksonville, TX 75766
(214) 586-2518

Rev. W. Faulk Landrum, President
Lon Morris College 1873
Jacksonville, TX 75766
(214) 586-2471

Sam M. Junkin, President
Schreiner College 1924
Kerrville, TX 78028
(512) 257-8412

Jack Evans, President
Southwestern Christian College 1949
Terrell, TX 75160
(214) 563-3341

Blake L. Farmer, President
Southwestern Assemblies of God College 1927
Waxahachie, TX 75165
(214) 937-4010

Utah

R.F. Kirkham, President
Latter-Day Saints Business College 1886
Salt Lake City, UT 84111
(801) 363-2765

Vermont

C. Bader Brouilette, President
Champlain College 1956
Burlington, VT 05401
(802) 658-0800

Thomas A. Gee, President
Southern Vermont College 1926
Old Bennington, VT 05201
(802) 442-5427

Richard A. Montram, Dean
Vermont College of Norwich Univ. 1834
Montpelier, VT 05602
(802) 229-0522

Virginia

Charles L. Tyer, President
Bluefield College 1920
Bluefield, VA 24605
(304) 327-7137

Joseph T. Hart, President
Ferrum College 1913
Ferrum, VA 24088
(703) 365-2121

Sr. M. Majella Berg, President
Marymount College of Virginia 1950
Arlington, VA 22207
(703) 524-2500

Dr. William Elkins, President
Southern Seminary Junior College 1867
Buena Vista, VA 24416
(703) 261-6181

West Virginia

Justin B. Roberts, President
Ohio Valley College 1958
Parkersburg, WV 26101
(304) 485-7384

Wisconsin

Walter W. Stuenkel, President
Concordia College 1881
Milwaukee, WI 53208
(414) 344-3400

APPENDIX G

Institutional Characteristics

Name of Institution:_____ FICE Code No.:_____

Person Responsible for Completing Survey: _____
Name

_____
Title

_____ _____
Signature Date

Church-related	( )	FTE Enrollment		Institutional Mission	
Non-sectarian	( )				
		0-249	( )	Primarily liberal arts	
Single sex	( )	250-499	( )	transfer	( )
Co-educational	( )	500-749	( )		
		750-999	( )	Primarily career-	
Primarily residential	( )	Over 1,000	( )	occupational programs	( )
Primarily commuter	( )				

I. Federal Student Financial Assistance

Please circle for each item the number which most adequately describes your institution's current need for federal student financial assistance programs. In addition, please check one of the last two columns to indicate whether or not your institution has received funding within the last two years in the programs listed below:

	Program Name	Critical and Pressing Need	Important Need	Moderate Need	No Need	No Opinion	Funded Within Last 2 Yrs.	Not Funded Within Last 2 Years
1.	Basic Education Opportunity Grant (BEOG)	1	2	3	4	5		
2.	Supplemental Educational Opportunity Grant (SEOG)	1	2	3	4	5		
3.	State Student Incentive Grants (SSIG)	1	2	3	4	5		
4.	College Work-Study Grants (CW-S)	1	2	3	4	5		

	Program Name	Critical and Pressing Need	Important Need	Moderate Need	No Need	No Opinion	Funded Within Last 2 Yrs.	Not Funded Within Last 2 Years
5.	National Direct Student Loans (NDSL)	1	2	3	4	5		
6.	Guaranteed Student Loan Program (GSL)	1	2	3	4	5		
7.	Veterans' Education Benefits	1	2	3	4	5		
8.	Administrative Allowance for BEOG and GSL Programs	1	2	3	4	5		
9.	Social Security Student Benefits Program	1	2	3	4	5		
10.	Student Assistance Loans under Health Profession Education Act	1	2	3	4	5		
	Other (Please Specify)							
11.	_____							
	_____	1	2	3	4	5		
12.	_____							
	_____	1	2	3	4	5		

II. Categorical Programs

Please circle for each item the number which most adequately describes your institution's current need for federal categorical assistance programs. In addition, please check one of the last two columns to indicate whether or not your institution has received funding within the last two years in the programs listed below:

	Program Name	Critical and Pressing Need	Important Need	Moderate Need	No Need	No Opinion	Funded Within Last 2 Yrs.	Not Funded Within Last 2 Years
13.	Service Learning Center at Higher Education Institutions under the authorization of Special Programs for Students from Disadvantaged Backgrounds (TRIO)	1	2	3	4	5		

	Program Name	Critical and Pressing Need	Important Need	Moderate Need	No Need	No Opinion	Funded Within Last 2 Yrs.	Not Funded Within Last 2 Years
14.	Grants to States for State Educational Information Centers under the authorization of Special Programs for Students from Disadvantaged Backgrounds (TRIO)	1	2	3	4	5		
15.	Vocational Education Programs	1	2	3	4	5		
16.	Veteran's Cost of Instruction	1	2	3	4	5		
17.	Community Services and Continuing Education	1	2	3	4	5		
18.	Manpower Training Programs (CETA)	1	2	3	4	5		
19.	College Library Assistance	1	2	3	4	5		
20.	Basic Institutional Development Grants	1	2	3	4	5		
21.	Advanced Institutional Development Grants	1	2	3	4	5		
22.	Undergraduate Equipment Grants	1	2	3	4	5		
23.	Cooperative Education	1	2	3	4	5		
24.	Fund for the Improvement of Postsecondary Education	1	2	3	4	5		
25.	National Endowment for the Arts	1	2	3	4	5		
26.	National Endowment for the Humanities	1	2	3	4	5		
27.	Health Profession Education Act (Health Manpower Act)	1	2	3	4	5		

Program Name	Critical and Pressing Need	Important Need	Moderate Need	No Need	No Opinion	Funded Within Last 2 Yrs.	Not Funded Within Last 2 Years
Other (Please Specify)							
28. _____	1	2	3	4	5		
29. _____	1	2	3	4	5		

III. Other Federal Categorical Programs

If funding were available for the following programs, please circle for each item the number which most adequately describes your institution's current need in relation to the programs listed below. Please include other programs at the end of the list.

Program Name	Critical and Pressing Need	Important Need	Moderate Need	No Need	No Opinion
30. Faculty Development Grants (eg. formerly Education Professions Development Act - EDPA)	1	2	3	4	5
31. Loans for Renovation and Construction of Academic Facilities	1	2	3	4	5
32. Grants for Renovation and Construction of Academic Facilities	1	2	3	4	5
33. Annual Interest Grants for Construction and/or Renovation of Academic Facilities	1	2	3	4	5
34. Legislation which would authorize direct payments and/or loans to Higher Educational Institutions as a partial offset against the costs of federally-mandated programs	1	2	3	4	5
35. Community College Education, including all public and independent non-profit institutions	1	2	3	4	5

	Program Name	Critical and Pressing Need	Important Need	Moderate Need	No Need	No Opinion
36.	Grants to Develop Lifelong Learning Programs	1	2	3	4	5
	Other (Please Specify)					
37.	_____	1	2	3	4	5
38.	_____	1	2	3	4	5
39.	_____	1	2	3	4	5
40.	_____	1	2	3	4	5

IV. Compliance with Federal Agency Rules and Regulations

Please circle the number which best indicates the degree of difficulty which is created at your institution in order to comply with each of the following. (We are aware that state rules and regulations may cause compliance burdens, but please restrict your answers to federal regulations):

	Regulations	Great Difficulty	Considerable Difficulty	Moderate Difficulty	No Difficulty	No Opinion
41.	Affirmative Action to Correct Discrimination Against the Handicapped under Section 504 of the Rehabilitation Act	1	2	3	4	5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

Regulations	Great Difficulty	Considerable Difficulty	Moderate Difficulty	No Difficulty	No Opinion
42. Affirmative Action to Correct Past Discrimination in Employment under Executive Order 11246	1	2	3	4	5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

43. Age Discrimination in Employment	1	2	3	4	5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

44. Anti-Sex Discrimination requirements under Title IX of the Higher Education Act	1	2	3	4	5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

45. Equal Employment Opportunity requirements under Title VII of the Civil Rights Act	1	2	3	4	5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

	Regulations	Great Difficulty	Considerable Difficulty	Moderate Difficulty	No Difficulty	No Opinion
46.	Equal Pay Act	1	2	3	4	5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

47.	Family Educational Rights and Privacy Act (Buckley Amendment)	1	2	3	4	5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

48.	HEGIS reporting requirements under the Higher Education Act	1	2	3	4	5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

49.	Information requirements to support Tax-Exempt Status under Internal Revenue Code (Section 990 Information Surveys)	1	2	3	4	5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

Regulations	Great Difficulty	Considerable Difficulty	Moderate Difficulty	No Difficulty	No Opinion
50. Minimum Wage requirements under the Federal Wage and Hour Law	1	2	3	4	5

Briefly describe the nature of the difficulty:_____

_____

_____

_____

51. Occupational Safety and Health Act (OSHA)	1	2	3	4	5

Briefly describe the nature of the difficulty:_____

_____

_____

_____

52. Social Security Act (FICA taxes)	1	2	3	4	5

Briefly describe the nature of the difficulty:_____

_____

_____

_____

53. Unemployment Insurance requirements in the Employment Security Act	1	2	3	4	5

Briefly describe the nature of the difficulty:_____

_____

_____

_____

54. Student Consumer Information requirements - institutional participation in all Title IV Federal Student Assistance Programs	1	2	3	4	5

Regulations	Great Difficulty	Considerable Difficulty	Moderate Difficulty	No Difficulty	No Opinion

54. Briefly describe the nature of the difficulty: _____

_____

_____

_____

55. G.I. Bill requirements affecting non-standard degree programs — 1 2 3 4 5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

56. G.I. Bill requirements for limitation on veterans on grants in courses — 1 2 3 4 5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

57. G.I. Bill requirements for institution to promptly report interruption or termination by veteran of educational program — 1 2 3 4 5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

58. G.I. Bill requirements for institution to monitor student progress within certified or regular time required to complete courses — 1 2 3 4 5

Regulations	Great Difficulty	Considerable Difficulty	Moderate Difficulty	No Difficulty	No Opinion

58. Briefly describe the nature of the difficulty: _____

_____

_____

_____

59. Estate and Gift Tax Schedules in the 1976 Amendments to the Internal Revenue Code (Tax Reform Act) 1 2 3 4 5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

Other (Please Specify)

60. _____

_____ 1 2 3 4 5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

61. _____

_____ 1 2 3 4 5

Briefly describe the nature of the difficulty: _____

_____

_____

_____

62. If there are any state regulations that cause a compliance burden at your institution, please indicate the regulation(s) and the nature of the difficulty.

V. Other

63. Please describe the three principle concerns (if any) that you and your institution have with existing federal public policies (legislation and regulations).

a.

b.

c.

64. Please describe the three principle concerns (if any) that you and your institution have with existing state public policies (legislation and regulations).

a.

b.

c.

65. Do you have other institutional needs for which you think federal funds should be available? Please specify.

66. Do you have other institutional needs for which you think state funds should be available? Please specify.

APPENDIX H

NAICU REGIONS

Region I -	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin
Region II -	Delaware, District of Columbia, Maryland, New Jersey, North Carolina, Ohio, Pennsylvania, Virginia, West Virginia
Region III -	Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont
Region IV -	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Oklahoma, Puerto Rico, South Carolina, Tennessee, Texas
Region V -	Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGES